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# THE OXFORD UNIVERSITY EXTENSION GAZETTE

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A Monthly Record and Magazine

DESIGNED

TO FURTHER THE AIMS OF UNIVERSITY EXTENSION IN  
ENGLAND AND WALES.

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## CONTENTS.

Notes on the Work.

Impressions of the Summer Meeting:

- I. The Summer Meeting at Oxford.
- II. Working Men at the Summer Meeting.
- III. The Summer Meeting from a Student's Point of View.

Conference on Home-Reading Circles  
and Students' Associations.

Letters to the Editor.

University Extension in Cornwall.

Concerning the Centres.

Arrangements for 1890-1891.

Scholarships for 1891, etc.

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# University Extension Manuals.

THE Series of UNIVERSITY EXTENSION MANUALS, to be published by Mr. MURRAY, Albemarle Street, London, under the Editorship of Professor KNIGHT of the University of St. Andrews, is primarily designed to aid the University Extension movement throughout the country, and to supply the need so widely felt by students, of Text-books for study and reference, in connection with the authorised Courses of Lectures.

These Manuals will differ from those already in existence in that they are not intended for School use, or for Examination purposes; and that their aim is to educate, rather than to inform. The enumeration of mere details will be avoided, except in so far as they illustrate the working of general laws, and the development of principles; while the historical evolution, both of the literary and scientific subjects, will be kept in view, along with their philosophical significance. The class for whose use the Manuals are especially designed are those whose education has been hitherto somewhat miscellaneous or fragmentary, and who are desirous of pursuing systematic study in Literature, History, Science, and Art.

The remarkable success which has attended University Extension in England and Scotland has been partly due to the combination of scientific treatment with popularity, and the union of simplicity with thoroughness. The University Extension movement, however, can only reach those resident in the larger centres of population, while all over the country there are thoughtful persons who desire the same kind of teaching; and it is for them, as well as for the Extension Lecture students, that this Series is designed. Its aim will be to supply to the public and to the general reader, the same kind of teaching as is given in the Lectures, to reflect the spirit which has characterised the movement, and to combine (as the Lectures have done) the discussion of principles as well as of facts, and methods along with results.

Volumes dealing with separate sections of LITERATURE, SCIENCE, PHILOSOPHY, HISTORY, and ART have already been assigned to representative literary men, to University Professors, or to Extension Lecturers connected with Oxford, Cambridge, London, and the Universities of Scotland and Ireland.

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# OXFORD UNIVERSITY



## EXTENSION GAZETTE.

VOL. I. No. 1.]

OCTOBER, 1890.

[ONE PENNY.

### NOTES ON THE WORK.

A NEW year of University Extension work has begun. It opens with every promise of increased activity and renewed success. The progress of the work, and more especially the Oxford branch of it, will in future be recorded in these pages. We hope that readers of this *Gazette* may be able to trace in it the fortunes of all the Centres associated with our branch of the work. As the members of the Oxford University Extension Committees are aware, business arrangements and new regulations have, for two years past, been announced in a little journal appearing at irregular intervals and called the *Oxford University Extension Circular*. The rapid growth of the work has, however, greatly increased the amount of matter which it is desirable to publish. Many local committees have felt the want of a regular means of communication, published periodically, from which to learn more of the efforts of neighbouring Centres and through which to invite counsel, assistance, and co-operation. The *University Extension Circular* has therefore been merged in the *Oxford University Extension Gazette*, which will in future appear on the first day of each month, and aim at becoming the organ of the Oxford Branch of the University Extension movement.

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While, however, special attention will thus be given here to the details and progress of the Oxford Extension work, the *Gazette* will also contain matter of interest to all persons engaged in the Extension of University Teaching. The Oxford Summer Meeting has been attended not by Oxford students only, but by many others from Centres which are associated with the University of Cambridge and the London Society. All those who are interested in the Summer Meeting will find in these pages early announcement of the programme and a full record of the proceedings. The progress of University Extension in other countries will be fully recorded here. Moreover, in the correspondence columns, opportunities will be given for the free discussion of those important matters of organisation which are of interest to all practical workers in University Extension.

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There has been a sharp debate on many points of University Extension policy. Some minds have been agitated as to the proper length of the course: others as to the claims and privileges of Students' Associations. We shall welcome friendly controversy on these matters, believing that all parties will benefit by the free interchange of opinions.

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Our readers will regret to hear of the continued ill-health of Mr. Hudson Shaw. He has suffered through the summer from acute neuralgic pains, and the vacation has not brought the relief which was confidently expected from it. All those who have attended Mr. Shaw's lectures will join us in hoping that he may be speedily restored to health.

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A rumour, which there is every reason to believe well-founded, has spread abroad to the effect that Mr. Shaw is shortly to be elected to a fellowship in recognition of

his great services to University Extension. Hardly anything would strengthen our work more than such a recognition of the devoted and untiring way in which Mr. Shaw has spared no efforts to make his lectures useful and stimulating to the very large number of students who have attended them. Wherever he has gone—and there are few Oxford Centres in the north of England which he has not visited—he has animated the students with new ideals of earnest study.

From time to time regret is expressed at the comparative absence of working men from University Extension lecture-rooms. The crowded attendance however of working men at the courses at Hebden Bridge, Oldham, Sowerby Bridge, and other places, proves that those are not over-sanguine who believe that, in due time, interest in University Extension will spread very rapidly among artisans. And in the mean time, though it is only at a few Centres that working men have been attracted in large numbers, there is no reason for any discouragement. The number of artisans attending the Summer Meeting this year has been largely in excess of that noted at previous meetings, and we have pleasure in drawing attention to the report, written by themselves, of the sojourn of the Manchester working-men students in St. Mary Hall. It is also interesting to note that, in the report submitted to the September Meeting of the United Board of the Co-operative Union, special mention is made of the presence of members of co-operative societies at the last Summer Meeting. The same report endorses with warm approval the suggestion made at one of the conferences in Oxford, that the programme of study to be undertaken at the Summer Meeting of 1891 should be published as soon as possible, in order to enable students to prepare themselves for the lectures by a systematic course of private reading.

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The marked approval, with which the crowded conference received this suggestion, was one of the most important features of the Summer Meeting of 1890. It was clear that the students would welcome the opportunity of previously studying the subjects on which they hear lectures in Oxford. Many speakers remarked that the educational value of the Summer Meeting, considerable as it already is, would be very greatly enhanced if it were made part of a year's course of study—the students reading specified books at their own homes during the previous winter and spring and hearing lectures on them during the Summer Meeting.

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Another indication of the growing usefulness of the Summer Meeting was the increase in the number of students who remained in Oxford for the 'Second Part' of the meeting, which this year comprised three weeks of quiet study. The fact that 150 students remained for the whole of the meeting shows how greatly the educational advantages afforded by it are appreciated.

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It will be a pleasure to the many donors of University Extension Scholarships to know what good use is made of their benefactions by the scholars elected to enjoy them. We hear that one of the artisan scholars spent some of his scholarship in giving board and lodging, during the first part of the Summer Meeting, to a pupil-teacher friend who would not otherwise have been able to attend it.

Mr. Hobson kindly sends us a cutting from the *New York Daily Tribune* from which we learn that the Chautauqua plan of University Extension is to be vigorously brought before the notice of the American public during next winter. One of the chief supporters of the scheme, Mr. Melvil Dewey, the State Librarian of New York, was over in England this year, and obtained all information from Oxford, Cambridge, and London as to the means which have proved most successful here for the Extension of University Teaching. The Chautauqua University Extension scheme is an adaptation of our English system to American conditions. Its organising committee include Mr. Carroll D. Wright, well known in England from his work at the New York Bureau of Statistics, and Professor Peabody of Harvard, another of the many Americans who have carefully observed for themselves the practical working of the University Extension system in English towns.

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tual or historical. Perhaps those of us who live in the great manufacturing districts of the north, where the struggle for wealth is so absorbing and so keen, that if a man lose sight of this world for a time his competitors instantly trample upon him, are more susceptible to these subtle influences than others are. But surely no one can worship in a place like St. Mary's without being conscious of some expansion of his soul. That such expansion does take place is proved by the fact that, notwithstanding the great diversity in the religious opinions of the students, there was a oneness amongst them which was shown by the large attendances at all the special services provided for them. The little company, of which I was a member, was a good example of the truth of this. There were four of us : two Unitarians, one of the broadest of Churchmen, and a Baptist. Yet we considered the services at the Cathedral and at St. Mary's as much a part of the Summer Meeting as the lectures at the Examination Schools.'

A society for the Extension of University Teaching has recently been formed in Philadelphia. Mr. George Henderson, who has been appointed secretary to the organisation, visited England during the summer in order to make himself practically acquainted with the working of the scheme in this country, and he was in Oxford during part of the Summer Meeting, and attended the conferences on University Extension. He writes to us from Philadelphia, that since his return to the United States, he has received a large number of requests to address public meetings, literary societies, etc., upon the subject of University Extension, and that there is every sign of a healthy interest in his society's work.

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In place of a more formal report of the Summer Meeting we have thought it best to print in this number accounts of the impressions of different students. Our readers will thus be able to see how far the meeting has interested men and women coming from very different parts of the country and occupying very different stations in life. But it is impossible for us to find room for all the accounts which we have received, and we can only give short extracts from those sent to us by a London student and a Yorkshire working man. Speaking of the lectures, the London student writes with special warmth of the lectures given by Mr. Mackinder, Mr. Sidgwick, Professor Gardiner, Dr. Bailey, Mr. Boas, and Mr. Spender. The Yorkshire working man says that 'the Summer Meeting of 1890 will be a bright little oasis in a life of toil.' He writes that he has found in the lectures, in the constant opportunities for the pleasant interchange of thought, and in the libraries and museums of Oxford, 'a great stimulus to perseverance in his studies.' He continues : 'Patronage and the assumption of social superiority, two things alike hateful to the independent working man, are almost, if not entirely, absent in Oxford. Indeed so free and open are the leisured classes at the Summer Meeting that, if my observations are correct, they are more easy to approach than the average working man, and have more sympathy with him than he with them. Certainly no visitor to the Oxford Summer Meeting need ever make any apology for being *only* a working man.'

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The same writer continues : 'Though he may have come from the mill or the workshop, the visitor cannot help feeling that the slight contact with the University which the Summer Meeting affords, has in some mysterious manner bound him closer to the great men who have passed through that ancient seat of learning. It is this feeling more than anything else that makes his visit to the Oxford meeting something like an epoch in his life. But it is on Sunday that the charm of Oxford is felt in all its intensity and power, because then the conditions are most favourable for receiving the impressions of an influence which is more religious and spiritual than intellec-

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It will be noticed that University Extension courses have this year been arranged at three public schools. For many sessions the Head Master of Bath College has arranged a course for his school, and next spring Mr. Marriott will lecture there. But this winter courses will be given for the first time at Rugby and Clifton, Mr. Shaw lecturing at Rugby on Florentine History, and Mr. Poult on Clifton on Entomology.

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A local secretary writes to us :—

'I think that the sale of the *University Extension Gazette* will be increased if you will send to each Centre a large poster showing the contents, price, etc., of the current number. This poster might be exposed in the lecture-room, or in the room where the travelling library is kept ; and the local secretary, librarian, or some bookseller might take orders for the paper.'

In accordance with this suggestion, posters and order forms have been sent to all local secretaries, who, it is hoped, will kindly promote the circulation of the *Oxford University Extension Gazette* by bringing it under the notice of the students attending the lectures at their Centres.

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New Centres have been formed and courses of lectures have been arranged, or are in course of arrangement, for the coming session, at the following towns :—Colchester, Edgbaston, Garstang, Grange-over-Sands, Helston, Kidderminster, Ledbury, Leominster, Lincoln, Lytham, Manchester (Friends' Institute), Newport (Mon.), Parbestone, Ryde, Sandwich, Sidmouth, Winslow.

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It seems that in Denmark, University Extension is already aided by the State. Our Danish correspondent writes to us :—

'About five years ago the undergraduates of the University of Copenhagen undertook to give free instruction to the working classes and others who were in need of such instruction.'

Courses were given in languages, natural science, and all subjects commonly taught in high schools. The rooms in which the instruction was given were lent free by schools and other institutions. The movement succeeded, and after three years the organising Committee applied for and got State aid, to which, however, no conditions were attached. It was only an encouragement given to the brave efforts of the students.

The undergraduates now give free legal advice through competent men, and the movement is extending in every direction. Branches of the central society in Copenhagen have already been established in the chief towns of Denmark, and it is only a question of time when the whole country will be covered by a network of similar instruction.'

## IMPRESSIONS OF THE SUMMER MEETING.

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### I. The Summer Meeting at Oxford.

BY ONE OF THE SECRETARIES OF THE EXETER CENTRE.

THE third Summer Meeting is over ; we sang 'Auld Lang Syne' in time-honoured fashion with 'hands all round,' and we parted with real regret, but cheering ourselves and each other with the hopeful words, 'till next year.' And now, before settling down to our Autumn Term's work, we gather up our impressions, and ask ourselves what measure of success was attained, and what results may be reasonably expected, as affecting individuals, centres, or the national aspect of the movement.

Beginning from outside and working inwards, we note a change in the public attitude towards us. Three years ago we were to a great extent ignored ; now we are sharply criticised. All the influential papers devoted leading articles to the Meeting, and we know valuable space is only allotted to subjects of *general* interest. Some of our critics were severe, some were very imperfectly informed and had certainly not got their information at first hand ; the greater number were decidedly friendly in spirit. The general verdict seems that the Meeting was a decided success, but was capable of further development, and might be made a still more useful educational stimulus. In this its promoters will most surely concur ; it would be but a poor sort of instrument which could be perfected in three trials and show no capacity for further improvement. But the changes which are noteworthy since the first Meeting show that its organisers are working on the right lines and have only to go on and prosper.

Let us briefly refer to two changes and try to balance loss and gain, for to a superficial observer they might suggest loss.

First then, the numbers this year were rather smaller. It is natural, when the novelty has worn off, that those persons who only want a new sensation, should drop out, and we may safely reckon their absence among the gains. On the other hand, we must remember that there were forty science students at Cambridge for a month, and that a large number of visitors came to Oxford during the Conference days only, thus showing perhaps an increased sense of the importance of the work as a whole, though unable personally to benefit by the Meeting. Then, the number remaining for the second part was larger than last year. At the beginning of this period 160 were still up, and it was not until quite the end that the number diminished to a hundred. Further, the proportion of men was rather larger than heretofore, at which we heartily rejoice, although it is not easy to see why the preponderance of women students is so often brought up as a reproach. It should be remembered that a large portion of these women, especially among teachers, come from families where the girls' education had to be 'scamped' (especially before the days of High Schools) in order that the boys should have a good, possibly a University, education. It is therefore only natural that women should seek to supplement their scantier education, and eagerly snatch at some of the advantages which were given to their brothers, and perhaps only half-appreciated by them.

Moreover, those men who prefer intellectual pursuits to so-called amusements can generally find time for a certain amount of study if they care enough for it to sacrifice some portion of the time which it seems recog-

nised a man may claim for 'exercise,' whether tennis, boating, or bicycling. Women's lives, on the other hand, are so habitually given up to the small needs of their families and households, to calls which never cease, that they greatly need the support of external aids to encourage them to *make* time for those pursuits which are often dearest to them, but which they fear to follow, lest such indulgence in the delights of self-culture should be only a refined form of selfishness. To such women as this (and there are many, both married and single, in all classes) the refreshment of the Summer Meeting and of 'Extension' work generally is very great. It is nothing unusual to find busy heads of families becoming young again in the delight of temporary freedom from household cares, and drinking in many new ideas, to take back as a healthy tonic amid the wear and tear of life.

A second change which might strike a hasty critic as a loss, is a difference in the spirit of the students. Two years ago people were literally carried off their feet in the joy and excitement of realising how widespread was the movement, and how much reality there already was in the corporate feeling to which we had looked as an ideal one day to be attained. Such an abnormal state of mental exhilaration is very useful at starting, and gives impetus to a new movement, but it would be very unhealthy as a normal condition, when 'staying power' and wise direction of energy are the great desiderata. Accordingly, we should rather rejoice that this year the prevailing tone of mind was that of quiet assurance, and that the students had steadied down to a regular course of sober-minded work, feeling the support and sympathy of numbers, while recognising that this will not replace, but only stimulate and lighten individual labour.

In one respect we note a gain unaccompanied by any loss ; the Lectures were much more in sequence, less 'popular,' more thorough. For instance, the historical lectures, to the number of twenty-nine, even though by different lecturers, treated of one period, the seventeenth and eighteenth centuries, commencing with three lectures on one of the dominant personalities of that turbulent period, Oliver Cromwell, by Mr. S. R. Gardiner, followed by six from Mr. Marriott on 'Constitutional Development since 1688,' and 'Colonial and Foreign Policy from 1694 to 1786' from Mr. Mallet, eight on the 'Commercial History of the Eighteenth Century' from Mr. Hewins, the indefatigable Secretary for the Summer Meeting, and six on the life and work of leading individuals of the period.

So again, Professor Green's ten Lectures on Geology (of which the last six were devoted to practical field work) and Mr. Carus-Wilson's, dovetailed with the six excellent lectures on 'Man's Zoological Position,' by Mr. Mitchell ; and these were carried on a stage further by the lectures from the Assistant Professor of Physiology on the Nervous System. Professor Geddes again treated some of the Problems of Evolution, organic and social, with his accustomed originality, and Mr. Poulton's lecture on the 'Influence of Courtship on Colour,' and Mr. Farmer's on Plant Life, bore reference to the same subject, so that all these, though covering a wide field and appealing to different minds, were nevertheless complementary, and carried on the student's mind without undue distraction from one course to another.

The professional needs of teachers were not forgotten, for Mr. Bowen addressed them on the History, Theory, and Art of Teaching, while Mr. Mackinder, in nine masterly lectures on the 'Teaching of Geography,' showed the application of general principles to a particular case.

The Literature group was very varied and very largely

attended. Dr. Murray, the learned Editor of the *New English Dictionary*, gave three delightful lectures on the 'History of the English Language,' as well as an address on the method of compiling his *magnum opus*, which students were allowed to study more in detail actually in Dr. Murray's workshop, the Scriptorium.

One of the most popular sets of lectures was Mr. Sidgwick's on the Eclogues, Georgics and *Aeneid*, given with a sprightliness of style and grace of expression which testified of the thorough scholar behind the easy lecturer. Dr. Bailey devoted three lectures to Shakespeare and his time; while Mr. Churton Collins gave most suggestive addresses on the 'Study of Poetry' and on 'Shakespeare and Wordsworth as Teachers.' Considering the number of Americans who attended the Meeting, it was by a happy tact that Mr. Hobson gave his interesting lecture on Nathanael Hawthorne, whose writings certainly occupy a unique place in cosmopolitan literature, but belong to a class of writing in which America has shown herself supreme.

Finally, our great modern poets were not forgotten. Mr. Roberts, Mr. Boas, and Mr. Spender lectured on different classes of Browning's poems to enormous audiences, and during the second part of the Meeting Mr. Boas treated of Browning and Tennyson, and conducted with much tact the very eager discussion which was stirred up by the treatment of some modern burning questions by these two poets.

It is surely a sign of the times that no educational gathering of thoughtful people would be considered complete without some attempt to give information on those economic and social questions which are pressing for solution. Accordingly Mr. Price lectured on 'Co-operation and Profit-Sharing,' 'Trades Unions and Socialism'; while Mr. Llewellyn Smith, in most thoughtful lectures, showed us 'Some Problems of Town Poverty' and 'The Methods of Social Investigation,' drawing on a personal experience gained by lengthened residence and dispassionate enquiry in the East End of London. We turn from these by a natural transition to six lectures on 'Some Principles of Practical Art' by Mr. Collingwood, friend and pupil of Mr. Ruskin, who has perhaps done more than any other Englishman to show us how to study Art, and has grappled earnestly, if not always successfully, with social questions; while Mr. Haden, in two well-illustrated lectures, drew attention to the too much neglected art of Etching, of which he is such a master; and Mr. Evans dwelt on early forms of Art in Celtic Britain.

It is, I think, in the direction of sequence that we may hope to see constant development. There are many practical difficulties in the way; lecturers cannot reasonably be expected to give up a whole month of their vacation; but by careful grouping of subjects, and consultation between lecturers, we may hope to see ever-increasing progress in this direction, and all that can be done will certainly be welcomed by those who remain for the whole Meeting.

The care, and in many cases the skill, with which notes are taken at the lectures, supplemented by reading, and worked up at home, shows how far removed the majority are from mere lazy listening with no personal effort. The Bodleian was besieged with eager candidates for orders to read there, and although these were supplemented by books from the Travelling Libraries, they were by no means equal to the demand. If during the Meeting, when most Oxford men are away, the authorities could see their way to affording greater facilities for reading, it would be a boon very greatly appreciated. Residents in Oxford can little understand the delight to isolated country students, often sorely

hampered by want of books, at having access to a Library, and that too just at a time when directions can be obtained from the lecturers as to the best books on any special subject.

The Conferences held have been already reported; suffice it therefore to say that they gave evidence of a widely-diffused and intelligent interest in the national aspect of the work; and the large majority in favour of State aid seemed to show that public attention is being at length aroused to the need of some form of endowment which shall put 'Extension work' at least on the same plane of advantage as is enjoyed by every other educational agency in the country.

Of the educational value of even a brief residence in Oxford much has been said, and far more effectively than I could hope to say it. Apart from Mr. Madan's useful lectures on Oxford and its University life, the mere sight of a place dedicated to the pursuit of learning, and brimfull of association with a Past which it is impossible for a busy toiler in a manufacturing district, or in a sluggish agricultural neighbourhood to realise, until he sees its results embodied in concrete form, is an enriching of life; to many a busy worker the thought of that home of learning, that place rich in memories and abounding in hopes, will come as a refreshing breath from a higher life, in which he too shared for a time, and of which none can rob him: 'for memory is possession.'

And another work is done by the Meeting, which no one can realise who has not attended it. It is a mere truism to say that much of the educational value of University life lies in the social intercourse, the play of mind on mind, the stimulating effect of a corporate life. We try, by Students' Associations to supply some small portion of this important element; but it is at the Meeting that it is mostly attained. At the 'class' after the lectures there is often a very brisk discussion, and many pertinent questions are asked, and always kindly received by the lecturers, who are one and all quite full of a real missionary spirit, ready to spend and be spent to the utmost. But this is not all; friendships are formed, which may influence the whole course of a life. It is amusing and yet touching to watch how those who were strangers to each other at the beginning of one year's Meeting, are next year found sharing rooms and living in closest intimacy. Hard-worked people who came up jaded and spiritless, too tired to be interested, too disappointed to hope, meet others similarly situated, but who have lived down or lived through their difficulties, and many such return to their daily life cheered, started afresh, richer by the possession of a friend, ready again to take up the struggle of life. This is no fancy picture; I speak from knowledge. In some cases not only are minds cultivated, but consciences are awakened, character developed, lives remodelled by the influence of the Meeting. Sometimes unsuspected talents are brought to light, new studies are hopefully entered upon, and new fields of possible activity are opened out.

Even where no such striking results follow, people are better and happier for learning how much wider is the basis of human fellowship and sympathy than they had thought; the bond uniting University Extension Students is no imaginary one, the influence exercised by the movement on their lives is very real; even our superficial observer could hardly fail to notice how bright and happy and intelligent are the faces of the students, how quietly resolute their manner, how purposeful their expression, how kindly and ready to respond to friendly advances all are, how anxious to help each other with information or

suggestion. All this seems to show that in the pursuit of knowledge the students have not forgotten that 'charity,' which as Bacon quaintly says 'buildeth up,' while knowledge alone 'bloweth up.'

It is surely a work worth doing, to send 800 men and women back to their daily life stronger, brighter, fresher, with renewed hopes and pleasant memories, able to echo the triumphant words of our great poet :

'God's in His Heaven,  
All's right with the world.'

Such a work the Summer Meeting does for many.

JESSIE DOUGLAS MONTGOMERY.

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## II. Working Men at the Summer Meeting.

### An Account of the Visit of a Party of the Ancoats (Manchester) Brotherhood to Oxford.

WRITTEN BY THEMSELVES.

ON Saturday afternoon the 2nd August we mustered fourteen strong in Oxford Station, 'All the way from Manchester and got no work to do,' for seven days, and bent on living during that period an associated life in St. Mary Hall. When our luggage (which, by the way, included our blankets and bed linen) was laid out on the platform we felt quite a wealthy community, for had we not there all we should require, and had not our energetic secretary made all arrangements and given each one of us a luggage label on which was marked the number of the room each of us was to occupy in our temporary home? So our minds were made easy and our hearts light. A handcart conveyed our luggage down to the Hall, and we were received by the kindly Principal, Dr. Chase, who soon had us placed in the rooms allotted to each. Now for a good wash and brush-up; but before this was finished a bell rang with a church-like sound, to which at first we paid no heed; but we soon responded when told it was the signal which would summon us to our various meals, and that dinner was now on the table in the dining-room. Ever after we responded with alacrity to that bell, whether it was for material or spiritual food. 7.45 a.m. daily found us in our places in the little Hall Chapel in answer to the bell's summon. Each of us was much impressed with the first sight of the old dining-hall adorned with the portraits of eminent men, who had been Principals or in other ways connected with this institution in the past: there was one of Sir Thomas More, said to be an original by Holbein; these and the beautiful little quadrangle and surrounding buildings we quickly fell into a way of calling ours, and some very pleasant memories connected with them remain ours still. Some of us, for instance, remember the three good knife-and-fork meals per day we had during our stay, and the cheery-looking old gentleman who acted as waiter.

Now, as we had arranged to learn as much as possible, after having had a short rest we consulted a Time-table of Lectures, and found we should be in nice time for Mr. Poulton's Lecture on 'The influence of Courtship on Colour.' We were struck by the great majority of ladies in the lecture-room, and some of our knowing ones were heard to say that the Lecturer had caught them with the title of his lecture. However, they apologise now for saying so, because afterwards we found the ladies in great force everywhere. This lecture was well illustrated by lantern slides, and ably delivered, and although it would be foolish to accept his conclusions without further

study, he undoubtedly opened up a line of thought to which the student of Biology ought to give every consideration.

On Sunday morning we were out strolling in the High Street, when we saw approaching a gentleman well known to us, although never seen before in cap and gown. He, one of our most respected, and, we might almost say, beloved lecturers, had a hearty hand-shake for us all, and his cheery voice ran over the names of those of us best known to him. We voted him 'jannock': sincere, honest, true, some would say, but these words do not convey so much to us as that one word.

At his invitation we accompanied our Lecturer to St. Mary's Church, to hear the Rev. W. Danks. To visit the church in which Newman preached during the time the Tractarian Movement was in progress, and to have read something of the deeply interesting life of one of the greatest souls that England has produced, were quite sufficient to make our visit memorable. But to hear from the same pulpit that Newman occupied so striking a sermon, full of expressions of tolerance and charity towards those who feel no longer able to subscribe to Church dogmas, made an impression on our minds which will not be readily forgotten. If such sermons were common, many who have left the Church and no longer believe in the teachings of Orthodoxy, would again place themselves within the sphere of religious influences. That Mr. Danks' sermon will be published and have a wide circulation is the hope of those of us who listened to its delivery.

At 6 a.m. on Monday, and every succeeding morning of our stay, some of us mustered for an early bathe. We visited the bathing-place known as 'Parson's Pleasure,' on the Cherwell, and that on the Isis near the Long Bridges. Here some of us gave the native bathers an opportunity of hearing the Lancashire dialect as she is spoken by excited Lancastrians. We thoroughly enjoyed our swim in the river, partly owing to the contrast so evident to us between our rivers at home, foul, stinking, and used only to receive the contents of drains and sewers, to the clear waters of the Isis. The time fixed for morning prayers, 7.45, found us back at St. Mary Hall, and in our places in the little Chapel over the Hall. The short service there was conducted by Dr. Chase, and it is remarkable that our interest in these services seemed to grow as the week wore on. Some of us were absent on the first morning, but every man turned up at our last service. For three consecutive mornings we sang Newman's 'Lead, kindly light' together, and the last morning a general and spontaneous desire was expressed that our baritone should sing it as a solo. The request was complied with, and the effect was most impressive.

Some dozen workmen, most of whom have drifted away from Orthodoxy, and some of whom are drifting away from Christianity itself, listening to one of their number, and all united in the desire which the hymn so well expresses for more light! The fact that the eminent author studied and worked at Oriel College, which adjoins St. Mary Hall, and died within a couple of days of our singing his hymn, will cause us to remember the last morning we spent at Oxford.

Residence at St. Mary Hall was a new experience to all of us, and helped us in a measure to realise somewhat of the daily life of college students.

In regard to the lectures, as far as it was possible we tried to be represented at every one, and in the evening to convey to each other from notes and memory the most salient points.

Great was the falling off at Mr. Sidgwick's Virgil. To tell the truth, our party had not been educated up to Virgil yet, and resolved to know more of our own Shakespeare, where we at least lose nothing by translation, which Mr. Sidgwick pointed out was the great difficulty with Virgil, viz. to get a really efficient translation in all respects; also that the translation must needs be in blank verse.

The lectures of Professor Geddes showed striking evidence of the interest displayed by the students in 'Problems of Evolution, Organic and Social.' It is said that one can have too much of a good thing, but of the good things so abundant in these lectures of Mr. Geddes some of us would like to have had more. It was quite obvious that six lectures could have been profitably devoted to the subject. The healthy scepticism shown and expressed by the lecturer in accepting some of the ingenious hypotheses put forward by the Darwinian School of Evolution in explanation of certain biological facts, was full of significance. The lecture opened up for us considerable debateable matter, and a feeling was prevalent that he was undermining some of our convictions received from the study of Darwin's works. For instance, the doubt he expressed of the Pitcher plant as a catcher. The application of the theory of Evolution to the study of Astronomy, Chemistry, Physics, Geology, Biology, Psychology, and Sociology, and its aid as a Bible whence to guide and regulate the ascent of man, were briefly indicated, but—owing to want of time—were not fully illustrated. We regret discussion is not allowed at the end of the lectures, but we presume it is impossible to allow it.

Mr. Churton Collins' lecture was well attended by our party, and much appreciated: many fine thoughts were suggested by his 'Shakespeare as an Ethical and Political Teacher.' In dealing with Shakespeare as a moral and political teacher he afforded his audience an undoubted treat. Its deep analysis of some of the characteristics of Shakespeare's ethical teaching tended to confirm one's estimate of his unique place in English literature. The parallel instituted by the lecturer between our great dramatist and Goethe, of their teachings with regard to human actions and their influence in shaping character for good or ill, some of us thought might have been extended to Emerson. Such lectures as the one by Mr. Collins are admirably calculated to increase the desire for a better knowledge of Shakespeare.

Most of us are interested in economic subjects, and some of us hold Socialistic views, so we were glad to find that Bellamy's *Looking Backward* was the subject of one of Mr. Price's lectures, and accordingly we turned out strong to hear him. We heard a first-rate description of Bellamy's proposed remedy for the flagrant evils connected with our present industrial system, stripped of its romantic dress, and very little about the practicability of applying this remedy here and now; in fact too much of Mr. Bellamy and too little of Mr. Price. With regard to the same lecturer's treatment of the subject of trades unions and boards of conciliation, we were delighted with it. The fact that well-organised trades unions tend to prevent and not to promote strikes, was well brought out and illustrated; also the advantage in any trade dispute of having the issue clearly put by the leaders of the employers' union on one hand and the leaders of the trades union on the other, was well shown. The lecturer also pointed out the steady influence exerted by the chief office of a trades union over local members who are smarting under an imaginary sense of injustice; and cases in which this influence from head-quarters had in times past cooled the fiery ardour of some members of

our Oxford party could have been supplied to the lecturer on the spot. The development of Boards of Conciliation was well traced out, especially that in the north of England iron trade, and some extremely interesting details of the way it works were given and made note of by us.

The lecture by Mr. C. Carus-Wilson on Geological Phenomena was clearness itself, and its delivery admirable. We as usual took many notes, although most of them were scribbled in the semi-darkness of the lantern.

Mr. Gotch's course of lectures on the Nervous System was to many of us exceedingly valuable, the ground having previously been gone over by studying Huxley as our text-book, in a recent course of lectures at our centre, by Dr. Marshall, of Victoria University.

Space would fail us here to describe fully what we saw in the way of Colleges, Halls, and Gardens, etc., of Oxford; but we saw so much that was beautiful, artistic, and grand, that towards the end of the week a small deputation set off to find the slums of Oxford. We did not, however, succeed in finding any so bad as Ancoats, allowing for differences in population. Still, there are places, even in Oxford, which well might be made better.

One of the privileges we enjoyed at St. Mary Hall was to entertain visitors and friends. Amongst others whose presence amongst us we greatly appreciated at our 'tea and talk,' were Mr. and Mrs. Shaw, Mr. Sadler, Mr. MacKinder, Mr. and Mrs. Abbott of Manchester. On one evening, also, Mr. J. Johnstone, of Co-operative celebrity, and Mr. E. V. Neale, the G. O. M. of the Co-operative Movement, spent a few hours with us, and Mr. Neale entered into a full explanation of his scheme of associated homes. After having lived such a life, it all seemed very practicable to us; the difficulty we felt would be to educate the workmen's wives into the system. Altogether we were a happy party in our quadrangle as we took part in a sort of smoking concert.

Dr. Chase and Mr. Neale gave us information which we think will be of lasting benefit. The deeply interesting account given by Mr. Neale of the successful working of the Iron Foundry at Guise, and the splendid homes of the workmen, who have no other master but themselves, gave rise to the thought as to whether the Guise workmen enjoyed their evenings as we did at Oxford.

Now what is the use of all these lectures and notes if we did not think them out afterwards and discuss them too? We are a somewhat inflammable body, and are rather given to the silvern speech in preference to the golden silence; so it was quite an easy matter to have a fair and square discussion and steam well up in less than five minutes.

Perhaps the most amusing night was the Wednesday after the Conversazione. One of the oldest of the party, whom we all defer to in matters geological and botanical, asked for order as we sat in the smoke-room of the Hall. Facing round he asked each of the party in turn, 'What did you see of most interest to you in the Museum to-night?' The answers caused considerable fun, as we were exhausting each others' subjects, and the answers getting more and more difficult. One unmarried man candidly confessed that he had seen so many good-looking ladies, so handsomely and tastefully dressed, that he had seen nothing else all that night. A small party of five, who go in for Zoology, were accused of button-holing a long-suffering and patient young gentleman in cap and gown near a certain glass case, and plying him with endless questions about 'how have we cold-blooded animals when combustion is a necessity of their life, as well as hot

blooded ones.' So long did they continue at that glass case, that they acted as a splendid land-mark to the others ; and nothing short of 'God Save the Queen' could have moved them.

The fact ought to be recorded that Dr. Chase, our Principal, created in us feelings of admiration and love. His uniform kindly disposition soon made us feel quite at home. With an extensive knowledge of human nature, he combines the rare gift of its application ; and many a gentle fall did we sustain at his hands—falls rendered none the less effective for their gentleness. On seeing the interest excited in some of us by some remarks he made on the valuable moral teachings of Aristotle, the Doctor kindly offered to give us a lecture on the *Ethics*. Needless to say, the offer was readily accepted, and its fulfilment highly appreciated. We shall not readily forget the admirable illustrations used by the lecturer in elucidating difficult points and in conveying to us a clear and accurate knowledge of the subject. Pencil and paper were freely used by each of us.

The sight in that class-room of pupils ranging in age from 25 to 60 was one worth witnessing. One practical result of this Friday morning's lecture will probably be the formation of a class for the study of logic in connection with our centre. Interest having been excited in the subject by a cursory perusal of the Doctor's book on the subject, a copy of which he presented to nearly every member of our party.

On Friday afternoon we went to Nuneham Woods by river, and greatly enjoyed the picturesque scenery on the way and our short stay there. This practically finished our stay at Oxford ; as on the Saturday afternoon we were again walking the busy streets of old Manchester, and—will Manchester men believe it ?—a kindly feeling pervaded us when we found that we were back again. We have not a Bodleian, but we have our local and free reference libraries, and we are consciously proud. They are ours. Our streets may be noisy, but they are not so dirty as they were ; and their unloveliness is steadily disappearing. Probably nothing conduces so much to the improvement of a city as the dissatisfaction of its citizens, and this dissatisfaction will undoubtedly be excited in any observant Manchester man who has the opportunity of contrasting Oxford with his own city.

And now the question may be asked—' Of what utility to working men is the University Extension Movement ? ' It may be answered ' that personal tastes count for a good deal ' ; and to those who have tasted the sweets of knowledge, and contrasted such with the curse of ignorance, there will be but one reply. Only by and through knowledge can man realise his manhood. Science—systematised knowledge—when rightly applied is the friend of man. Historically ' wisdom is justified of her children,' and it is for the spread of knowledge, and the increase of wisdom, that the University Extension Movement exists. To extend its influence is to bring light and help to cheer and inspire all who desire ' Peace on earth and goodwill among men.'

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### III. The Summer Meeting from a North-Country Student's Point of View.

' My future (as regards Summer Meetings at least) will not copy fair my past.' So thought many of those who left the Examination Schools at the close of the Summer Meeting last year. Whether that of 1890 can quite be said to have ' copied fair ' that of 1889 or not, it certainly won a place of its own in our regard.

Last year, to some of us, the teaching seemed to centre round one inspiring principle—the necessity of self-development for the wisest and best service of others. The key-note, we fancied, was struck in Miss Octavia Hill's address, somewhat the same theme developed in that of Mrs. Fawcett, and the full and perfect harmony brought out in Mr. Wilson's sermon. The moral stimulus given seemed in each case to take a practical issue. If there were a connecting thought which could be traced through the varied teaching of the summer meeting this year, it was one distinctly optimistic in tendency—the idea of development, of evolution, of a rise from lower to higher ; from the idea of the mere individual life, to the wider one of the well-being of the species and a higher realisation of social life.

The large and regular attendances at lectures, and the general earnestness which could not fail to strike a spectator, gave evidence that a large majority of the students were really putting the search for knowledge before any thought of recreation. Judging perhaps on rather slender grounds of how entirely satisfactory were the arrangements made by the Delegates, an additional proof might be taken in the absence of anything like a complaint, when opportunity was given for remonstrance or criticism on the evening of the debate. The ladies were apparently at one, exhibiting, as some one said, the silence of content ; while the gentlemen, having no serious grievance, were reduced to such trivialities as the habit, on the part of some among the audience, of seizing upon perhaps half a dozen chairs long before lecture-time ; and the request that should another water-party be arranged for next year there might on that occasion be no leaking barges. If there were, it was added, perhaps something larger than a tumbler might be provided for baling !

One cause of general regret there was in the unavoidable silence of voices which had been so stimulating and helpful last year. But, in spite of this, all must heartily have agreed that ' an extremely attractive programme ' for the meeting had been drawn up ; and though the enthusiasm this year was less demonstrative than last, it may have been for that none the less real. Professor Max Müller, speaking of the influence of Oxford itself, said it was well fitted to call out in us ' respect for what is old and the warmest sympathy for what is new and true.' We might borrow his words and apply them to the programme. The great difficulty was in deciding, not what one would care to hear, but what one would least reluctantly leave unheard. It is possible that in awaking so many interests some are necessarily weakened ; it is quite certain that of many courses, such as, to instance only two or three, Mr. Arthur Sidgwick's, Mr. Llewellyn Smith's and Mr. Gotch's, one longed for at least double the number of lectures. Though the second part in its longer courses of lectures and its quiet hours of reading may be of greater educational value, yet we students cannot help feeling that even in three lectures such light may be thrown on a subject and such stimulus given that, when opportunity offers, the further study can be taken up with new interest and a wider outlook. Till the real student spirit is more fully awakened in us, we owe a debt of gratitude to Oxford for stooping to our level, and in far-seeing hope adopting less perfect methods in default as yet of more perfect students.

Of the lectures themselves it is impossible to speak except in the most cursory way. The historical period treated of this year was the seventeenth century. Dr. Gardiner's three lectures on Cromwell, sketching the Protector's career, were followed by two on the Restoration

Mr. Mallet lectured on James II and the Revolution, and Mr. Marriott, in his three lectures, carried on the history to later times. The variety of lectures on literary subjects was sufficient to suit all tastes. Dr. Bailey and Mr. Churton Collins discoursed eloquently on Shakespeare, and the latter pleaded, in one of his lectures, for a more thorough and serious study of our great modern teacher Wordsworth. Dr. Murray again charmed large audiences in his lectures on the English Language, the interest culminating in visits to the Scriptorium. The parts of the *New English Dictionary*, as they appear, will have a special interest for those who saw it in the making, and heard the genial Doctor's explanation of the work. The scholarly grace and lucid style of Mr. Sidgwick's lectures on Virgil made the subject not only instructive but intensely interesting, even to those ignorant of Latin, while the increasing appreciation of Browning was indicated by the enthusiasm of the numbers who attended the series of three lectures on different groups of his poems, given by Mr. Boas, Mr. Roberts, and Mr. Spender. The difficulties to be encountered in the study of Browning were made quite evident, but the value of its reward was made clearer still. Readers of Browning must have been stimulated to become students, and in the new light gained to seek the meaning hidden (often only too deeply) in the poet's words. Economic questions were ably dealt with by Mr. L. L. Price and Mr. Llewellyn Smith. Mr. Price considered these (1) in the Past, giving a most interesting account of Co-operation in the Cornish mines; (2) in the Present, under the form of Trades Unions as peacemakers; and (3) as regards the Future, discussing the Socialism of *Looking Backward*. Mr. Llewellyn Smith put before us in admirably clear language and form some aspects of Town Poverty, throwing new light on such subjects as the effect of the introduction of machinery, immigration into towns, and the evils known as Sweating. While giving us the result of his own personal observations and investigations, he cleared away some popular misconceptions, and provided material for the practical solution of these problems.

The interest of teachers has this year been remembered in the arrangement of special lectures on teaching by Mr. H. C. Bowen and Mr. Mackinder. Geological and botanical excursions conducted by Professor Green and Mr. Farmer, and scientific lectures in the Museum, furnished abundant food for those whose tastes lay in that direction. In those Museum lectures the wonderful structure of the nervous system was explained and admirably demonstrated to eager listeners by Mr. Gotch, of whose good nature in satisfying public curiosity as to the speed of the nervous impulse in different individuals, rather unfair advantage was taken on the evening of the conversazione. Professor Geddes and Mr. Poulton gave us the latest aspect of the theory of Evolution, the former pointing out that the moral dilemma to which Darwinism seems to lead may be overcome by a wider comprehension of the theory itself. Finally, Mr. Madan's three lectures on Oxford city and University enabled those who heard them to take a more intelligent interest in the visits to colleges which formed so pleasant a feature in each day's programme.

The longer time made available for these visits by the discontinuance of the five o'clock lecture of last year was felt to be a great advantage. Opportunity was given also for the gratification of musical tastes by the organ recitals, which were much appreciated. In the sunshine of the first few days those new to Oxford went through the never-to-be-forgotten experience of making acquaintance with its almost exhaustless beauties, while others with scarcely

less pleasure found themselves again within college precincts. Groups of students, or friends by twos and threes, were constantly to be seen haunting the quadrangles, the Botanic Gardens and Magdalen Walks. Twice we met collectively, once in Pembroke College quadrangle, where the sunshine added much to the picturesqueness of the scene, and once, under rather less friendly elemental conditions, on the expedition to Nuneham. These gatherings, though they may be laughed at as forming the picnic element, are not without value in strengthening the sense of fellowship among students, and in affording opportunities for the exchange of opinions and experience which may often give stimulus to the movement in different localities.

Opportunity was also given for this exchange of opinion in the various conferences, where questions relating to the working of the Extension system were discussed. But as these conferences have been fully reported, it is needless to do more than refer to them here.

The sense of unity, of being members of a whole, not isolated groups of workers, given by the meeting itself, was strengthened by the special services in St. Mary's, where we were helped to realise the higher bond of union, and to feel the sacredness of all knowledge. The Summer Meeting cannot but act as a moral as well as an intellectual stimulus. It is not only the picked students whom Oxford helps, she welcomes also those who are just beginning to appreciate the rare advantages offered by Extension lectures. All carry away with them some small share of the light and warmth kindled by the Summer Meeting; and who knows how widely diffused the flame may become spreading from so many points?

Two very significant facts may be mentioned in conclusion—significant as showing the progress of the movement and the increasing recognition of its importance by the University. First, the Vice-Chancellor's admission at the inaugural meeting that he felt it a part of his duty to preside that evening; and second, that before the close of the first part of the meeting it was whispered that Balliol College was about to elect the Rev. Hudson Shaw to a Fellowship in recognition of the value of his services and his devotion to the cause of University Extension.

D. H.

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### CONFERENCE OF HOME-READING CIRCLES AND STUDENTS' ASSOCIATIONS.

ON Monday afternoon, August 11, a meeting of members of Reading Circles and others interested in the subject was held in the Union Debating Hall.

Mr. Hewins, who was in the chair, opened the discussion by a short speech, in which he stated that the number of students in the Reading Circles had considerably fallen off since last year, and asked for any suggestions which those present might be able to offer for their more efficient working in the future.

The first suggestion came from Miss Martin, of Bakewell, who expressed a desire that a yearly report of the work of each circle should be given by the leader, in order that the members might have some idea of the merits of their work, and might know, if possible, whether or not it came up to some received standard. She thought that the small number of members might be accounted for by the highness of the fees, which were more than most people cared to pay for guidance in their reading, and suggested that greater facilities might be afforded to isolated students.

Miss Bridges, of Bath, explained the working of a Circle which she was instrumental in forming in Bath for the study of Mr Marriott's course on 'The Making of Modern Europe' during last winter, when no Extension Lectures were held in the city. As many students as wished wrote essays, but only a certain number of the best ones were sent to the leader for correction, and so a great deal of expense was saved, while all the members of the Circle benefited by his criticisms. A small library of books was lent from Oxford, which greatly contributed to the success of the Circle.

Mr. Gilbert, of Swindon, expressed a wish that there should be an examination at the end of the year's work, or, if that were not possible, that there should be, as Miss Martin had suggested, a yearly report of the work of each Circle issued by the leader. He spoke with gratitude of the great kindness and consideration he had received from the leader of his Circle; and the same feeling was expressed by other students who spoke.

It was suggested by Mr. Hewins that, in order that the leader may compare the various essays he receives with one another, and thus be the better able to issue his report of the work at the end of the year, dates at which essays are to be sent in should be given in the syllabus.

Some discussion followed as to what a Circle really is, whether a number of students reading the same subject in different parts of the country can rightly be so called, or whether the members must all live in the same neighbourhood. The former was finally accepted as the best definition, and it was then suggested by Miss Martin that members of Circles should be recommended, now that a printed list of their names and addresses can be obtained, to exchange not only books but essays, and so keep up a real connection between themselves.

Several questions were asked about Summer Libraries, and some dissatisfaction was expressed that the books cannot be easily obtained during the winter when most of the reading is done. It was explained that it is only in the Summer that the majority of the books in the Delegates' Library are at liberty, owing to their being in use at the various Centres while the courses of lectures are going on; but it was suggested that if a number of students could unite for the use of the same books, it might be possible for a library to be lent to a Circle, even if the members did not all live in the same neighbourhood, during the winter months, though it would be impossible to supply one for each individual student.

Several students expressed a wish that more Circles should be arranged in preparation for the various lecturers' courses, and for courses to be delivered at the Summer Meeting, if, as they hope, the subjects of these latter courses can in future be announced some time beforehand. Accordingly the following resolution was proposed by Miss Martin, of Bakewell, seconded by Miss Burt, of Cookfield, and carried unanimously:—

- (a) 'That the Delegates be asked to arrange the work of the Reading Circles in such a manner as to be as far as possible coordinate with the subjects of the University Extension Courses and the Courses of the Summer Meeting.'
- (b) 'That a report issued by the Leaders on the work of the Circles during the session would be of value to the students.'

The meeting then resolved itself, with only a change of chairman and some increase in the numbers present, into one for the consideration of Students' Associations. Mr. Boas took the chair, and after a short speech by him

the Rev. R. R. Suffield, of Reading, requested and obtained the chairman's permission to bring forward the following resolutions:—

- (1) 'In order to secure permanence and reliable pecuniary support in each locality, it is desirable that the students and guarantors should pay an annual subscription, and be enrolled as members of a society to be called the "Oxford University Extension Society".'
- (2) 'That the Students' Associations be invited to consider this suggestion, and should it meet with favour to take counsel as to details and to promote its adoption.'

Miss Dodd, of Reading, seconded the resolutions; but after some discussion, during which objections were made to the scheme as being likely to interfere with the liberty of the Centres, and to destroy the flexibility of the movement, it was decided that it was a matter which could be better dealt with at the private conference of local secretaries and organisers which was to follow, and Mr. Suffield consented to withdraw his motion.

Miss Snowdon, of Ilkley, brought the meeting back to the subject of Students' Associations by an energetic and, to use her own word, 'breezy' speech in their defence in answer to one gentleman at Wednesday's Conference, who had asked if such things existed, and another who said that in his opinion they did more harm than good, especially in the way of making the students exclusive, and in confining the use of the travelling library to comparatively few of the audience. She maintained that no really vigorous centre was without one, and declared that as far as her experience went, they taught the students anything but exclusiveness. She also contended that if there were not enough books to go round the whole audience, as there can never be in a small travelling library, the real students who are writing papers and going in for the final Examination have the first right to them.

Miss Martin, of Bakewell, spoke of the difficulty she found in getting up discussions and of the great want she felt of a junior lecturer or leader for her Students' Association.

Mr. Macan, of Exeter, then gave an interesting account of the working of the Exeter Students' Association, which not only meets every week while the lectures are going on to discuss the papers set by the lecturer, but holds its meetings practically all the year round, papers being set in the absence of the lecturer by a local leader. He recommended separate meetings for men and women as likely to lead to greater freedom of discussion, and concluded by describing the way in which they get over the difficulty about the books. A room is taken for the travelling library, and none of the books can be taken away, but any one attending the lectures, members of the Association and others, can go and read them there.

Miss Bridges, of Bath, spoke very strongly in favour of a local leader for a Students' Association rather than a junior lecturer; and Mr. Mackinder, who has worked both with local leaders and with a junior lecturer, then gave his experience of the working of the former plan at Runcorn and Leamington, where it was very successful, and of the latter at Altringham, where the short address to the Students which the junior lecturer was at first intended to give, was gradually at their desire lengthened into an hour's lecture. Mr. Mackinder also described the method by which a discussion on a scientific subject could best be conducted by a Students' Association.

Mr. Hobson spoke of the good effect which Students'

Associations have upon the paper work done for the lecturer, and recommended that during courses on literature especially, the questions set by him should be discussed by the students.

Mr. Gilbert, of Swindon, complained that there were some centres at which the students were never consulted as to what courses of lectures should be given, and had no voice in the matter at all; and Miss Snowdon, in reply, explained how things are managed at Ilkley, where every spring a general meeting of all the students is called to decide upon the courses of lectures for the next winter.

Some questions were asked as to the best way to start an association, in reply to which Miss Martin and others gave their experience; and after some further discussion the chairman was obliged to bring the meeting to an end to make way for the Conference of Local Secretaries.

## LETTERS TO THE EDITOR.

### The Claims of Students' Associations.

SIR,—There has recently been a good deal of discussion as to the desirability of giving special privileges to the members of the Students' Associations. In the belief that further consideration of the matter in your columns will be useful, I am writing to express the feelings of an individual student.

Let me clear the ground at once by saying that I am not going to write a word on behalf of those so-called Students' Associations (if indeed they exist at all, which I doubt) which impose on their members no special duty of essay-writing and systematic study. These companies of idle subscribers are not rightly called students' associations, and cannot justly claim any of those special privileges which, if given at all, are given only to aid and encourage thorough work.

The kind of students' association on whose behalf I am writing, is composed of *bona-fide* students. Now, such students are exactly the kind of people that the University Extension movement is intended to help. It would be a great misfortune if their interests were overlooked. And, though they are almost always treated with the greatest possible kindness, there still remain one or two points in which the regular students, when they are privately talking over their grievances, think it not unreasonable to ask for a little more consideration.

If you will allow me, I should like to say exactly what it is that we complain about.

Our first grievance is about books. At centres where the books in the travelling library are lent out to the first comers, to be taken home after the lecture, there must always be a scramble each lecture-night round the library box. Now, if you are writing essays for the lecturer and depend on the travelling library for your books, ten to one but you fail to get exactly the book you want. Some one else, who as likely as not will not write an essay and could just as well read the book another week instead of this, takes the one book which you *must* have in order to write a proper essay. Is it not reasonable then, that the regular students should have a prior claim on the travelling library—at all events on those books in it which are in more immediate requisition?

But some one will say that this privilege will be called favouritism, and that Mrs. A's heart will burn because Miss B (who is a member of the Students' Association) can claim a book before herself (who isn't). And that, because there are more Mrs. A's in the audience than Miss B's,

such a privilege violates the rights of democracy and therefore cannot be tolerated for a moment. Is not this kind of talk rather overstrained? Mrs. A can improve her position at once by becoming a member of the Students' Association, which, I repeat, should be confined to real students, but (and this clause is quite as important) should also be open to *all* of them.

There is another way, however, of redressing our grievance besides giving us the first claim on the books. Let the travelling library be confined to some central room open to all the students at convenient hours, and make all who want to read the books take the trouble of coming there to read them.

Our second grievance is that the regular students ought to have a more effective voice in the choice of the subject of the course. At present the coming winter's work is often decided in a single desultory conversation at a thinly attended committee meeting. Now, surely more pains ought to be taken about the choice of subject than about anything else. We students have at present no materials on which to form our opinion as to the best course for the next session or—in many places—the chance of expressing our opinions even if we formed them. I understand that the applications have to be sent in to Oxford before the end of April. We in the centres ought to bestir ourselves long before that. I hardly think that even February would be too early. We should then have plenty of opportunities of meeting to talk things over while the spring course was going on, and before people began to go away for the Easter holidays.

But before we can profitably discuss the question of our next course, we want some *data*. At present, the *data* are not forthcoming. Now, could not each local committee prepare and circulate among subscribers and students in February a concise statement showing three things :

- (1) The courses we have had for, say, three years back.
- (2) The courses which, according to the Oxford list, we can pick from, and the names of the several lecturers.
- (3) The neighbouring towns with which we ought to combine, and the courses they have had for, say, the last three years.

It would not be a difficult matter to compile this statement. We should all study it at our homes and, before the meeting, should have formed two or three alternative plans in our mind. During the discussion we should then have placed before us a series of carefully considered suggestions, the adoption of any of which, by our own and the neighbouring centres, would give each of the centres concerned the desired advantage of economy, educational sequence and novelty. It is no good for us at our centre to fix on a course which may be the best for our purpose, and to ask neighbouring places to join us in securing it, without first finding out whether they have had that particular course already. But the plan which I have suggested would make us acquainted with the recent experience of the neighbouring centres which we want to act in concert with us. And a resolution passed in favour of a particular course, after due consideration of all the *data* given in such a statement as that outlined above, would be far more likely to be realised than one hastily passed after the hurried perusal of perhaps two copies of an elaborate list of lecturers and subjects by a committee of half a dozen people, hardly one of whom has acquainted himself with the probable requirements of the neighbouring centres whose co-operation he is about to solicit.

All I ask for, then, is that more pains should be taken in choosing a subject for the next winter's lectures; that

there should be more information circulated about the matter, and *in good time*; that the views of the students should be ascertained; and that, before we are asked our opinion, we students should be supplied with the materials for forming one.

I am not for a moment denying that the regular subscribers should have a voice in the matter too. By all means let them have a voice. But the regular subscribers will welcome a formal expression of opinion from the students, and, if they are wise, they will generally be guided by it.

For, after all, it is on the regular *corps* of students that the permanent prosperity of the centre depends. If the students are considered and encouraged to speak their mind, the time soon comes when their shoulders are broad enough to bear the whole financial weight of the courses and the burden of their arrangement. But where the students are flouted or forgotten, the centre will die.

I am, Sir, yours faithfully,  
A STUDENT.  
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#### A Letter of Thanks for the Summer Meeting.

SIR,—Writing as an Oxford University Extension student from the north of England, I should like to thank the Oxford Delegates for the rich treat they provided for those students who could spare time to attend the recent Summer Meeting. All the arrangements were most admirable, and reflected much credit on Mr. Hewins, M.A., to whom I am sure the students feel deeply grateful for providing those delightful excursions to the colleges, botanical and geological rambles, etc., which were such an unqualified success. The magnificent address of Professor Max Müller struck a true keynote, and gave a high tone to the Meeting, which was fully maintained by the talented lecturers whom we had the privilege of listening to from day to day.

Such a stimulus was given to the thoughtful men and women who thronged the Lecture Rooms, as will remain with them throughout their lives, and, as Mr. Danks in his excellent sermon at St. Mary's said, 'the students will take away with them truer ideals, higher aspirations, wiser methods, juster thoughts, to thousands who are unable to spend either time or money to come to Oxford'; and thus the intellectual stimulus given by the lectures of the Summer Meeting will be communicated throughout the world. Certainly the Extension movement is but in its infancy, but what a glorious future it has before it if it is rightly directed! Such a gathering as that recently held in the beautiful city on the banks of the Isis, will tend to stimulate study, promote true culture, and raise the general tone of the people.

Yours very sincerely,  
T. EDWIN ASHWORTH.

Rose Bank, Todmorden.

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#### A Working Man's Account of his Visit to the Colleges during the Summer Meeting.

SIR,—It would take up too much of your valuable space, and quite weary your readers, if I should write all I would like to say about the many interesting things provided for the social, mental, and physical well-being of the 1000 Extension students during their stay at the first part of this popular meeting. But the visits to the colleges, etc., have been so full of interest and historical association, that one feels bound to acknowledge a great debt of gratitude to those who have arranged and allowed such visits. What happy memories crowd around Christ Church and the Cathedral! The 'bonny bells' calling the people to praise and prayer, and 'big Tom' with his loud voice tolling his curfew of 101 every night at 9.5, and thus calling back the straying student who knows it to be the signal for closing the college gates. Christ Church is at once the grandest building in Oxford, and has a frontage of 400 feet. Wolsey, 'the Boy Bachelor,' spent vast sums of money upon it, and prayed Henry VIII. that 'His Majesty would suffer his college at

Oxford to go on.' We dwell upon its associations with pleasure. Its statues and its holy shrine haunt our remembrance. Its magnificent quadrangle, 264 by 261 feet, with its central fountain, is a thing of beauty. We shall not soon forget the great gridiron in the kitchen, formerly used for dressing whole joints of meat; or the splendour of the Hall—the second House of Parliament—so rich and gay with paintings of Holbein, Reynolds, Hogarth, and Lely, and those best of the portraits in stained glass of the Oxford Reformers, Sir Thomas More, Erasmus, etc. We were happy even in the Common Room, for here we met face to face, and, on Mr. Sadler's invitation, held pleasant converse with Miss Sharp of Rugby, Mr. Thomson of Gravesend, Mr. Craven of Hebden Bridge, and other well-known co-operators, together with the 'Grand Old Man' co-operator, Mr. Neale. When I add that Mr. Shaw was also present, no one who knows the worth of the persons named will doubt that we were happy. No doubt individual students would have individual friends connected with the various colleges, etc., and would have special invitations to see places of great interest not mentioned this year on the programme of visits for any of the students. As the writer was among such a special company to Wadham College and the University Galleries, he would like to record his thanks for such open-handed generosity on the part of those in authority.

In the Galleries we were left to wander at our own sweet will amid the costly art treasures of Michael Angelo, Raphael, Turner, Teniers, etc. At Wadham we got a good idea of the cost and mode of living of the students when at college, from the minute details of the college expenses, the method of baking the bread and the price, and of the arrangements and cost of the different rooms of the students; all which details were fully explained by a servant of twenty-five years at the college. We saw the solid silver plate which had been used at the college for more than 200 years, and after a minute inspection of the Hall and Chapel, with their valuable portraits, stained-glass windows and oak carvings, we passed around the gardens, noticing several cedar and other trees, and came away much better for our visit.

Another special visit, at the request of Mr. Sidgwick (who was 'at Home' on Friday morning to meet all the Scholarship holders), was to Corpus Christi College, where after breakfast we visited the Library, and had exhibited the rare and invaluable books and manuscripts which make this library so noted. Among the books are such as Raleigh's *History of the World*, the first edition of *Paradise Lost*, etc.; while the illuminated MSS., some of them dating from the fifteenth century, were very much admired for the beautiful writing, including an English Bible prior to Wycliff's, 1480, a fine vellum copy of Aristotle, Cranmer's manuscripts, etc.

Erasmus named the college 'Bibliotheca trilinguis,' the library of the three learned languages; and it was the first college to provide for the study of Latin and Greek. In the centre of the 'quad' is a beautiful monument, surmounted by a ball and a pelican, figures which enter into the arms of the college. Altogether Mr. and Mrs. Sidgwick are to be thanked for the rich physical and mental treat provided.

I have not time to tell how Mr. Smith received parties of sixty at Mansfield College every day, or of Mr. Bruton at Merton, or Mr. Evans at the Ashmolean Museum, etc. I can only say that such opportunity of pleasure and profit are well worth a very great effort to obtain.

I am, Sir, yours truly,

SAMUEL FIELDING,  
Student, Hebden Bridge Centre.

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#### Advice Wanted.

DEAR SIR,—We want to raise a special fund in order to lengthen our courses of lectures and to have two courses, instead of one, in each session. Will any of your readers advise us as to the best way of raising such a fund? A concert, a bazaar, a Greek play have all been suggested to us, but we should be greatly obliged for practical guidance from some Centre which has tried any one of these expedients.

Believe me, yours sincerely,  
LOCAL SECRETARY.

## UNIVERSITY EXTENSION IN CORNWALL.

### 1. Conversazione at Camborne.

On Tuesday, Sept. 16, a conversazione was held in the Assembly Rooms, Camborne, when there was a very large attendance. The hall was decorated with flowers and ferns, and a large number of photographs of Florence and Italian cities were on view, lent by Mrs. Bickford. There was also a very interesting display of Egyptian and Oriental curiosities lent by Mr. C. A. V. Conybeare, M.P., which included a quantity of very rare Persian metal work, both ancient and modern, and some pottery and mummied hawks from Egyptian tombs.

Tea was handed round during the evening to all the guests, who numbered about 350. Among those present were the Rev. Canon Chappell and the Rev. E. E. Heathcote (Camborne), the Rev. J. Stona (Redruth), Mr. C. A. V. Conybeare, M.P., Captain W. Teague, Captain W. C. Vivian, Mr. C. V. Thomas, Mr. Hodge, Mr. Waters, Mr. H. Chappell, Mr. Vivian, and Mr. Cunnack (Illogan). Ladies attended in large numbers. An excellent programme of music was provided, and among the contributors were the Misses Chappell, Williams (piano), Mr. C. Vivian (violin), Mr. Grazebrook (clarionet), and Mr. P. Waugh. Mr. Battishill ably accompanied on the piano. Mr. Trench exhibited on a screen and described various views of Florence, its buildings, and works of art, the limelight being manipulated by Mr. Cunnack. Mr. Trench briefly told the story of the Palazzo Vecchio, the cathedral and the baptistery, the Strozzi palace, the Church of the Holy Cross, and other notable historical buildings; and the representations of statues of Dante, Michael Angelo, and the cell in which Savonarola lived were received with enthusiasm.

At the close, Mr. Conybeare, who was loudly applauded, said: 'Our programme is drawing to an end, and I have been requested to propose a vote of thanks to our lecturer, Mr. Trench, for coming amongst us and giving us so pleasant a description of these beautiful views of Florence. It will not be needful for me to say many words in asking you to adopt with your usual gratitude and enthusiasm this proposition. In coming here and giving us his personal experience of the beautiful city, Mr. Trench has given us something extra to the course of lectures. He has been travelling for about forty-eight hours in order to be here this evening, and I am sure you will feel that he deserves your hearty thanks—(applause). As I shall not have the opportunity of hearing much of the lectures and of assisting in any vote of thanks which you may grant to him at the close of his career as lecturer in this town, I will say now that I am exceedingly glad the committee have chosen this year so very interesting a subject as the history of Florence. I think it is a good thing for us, because it brings before our minds matters which are more foreign to most of us than almost any subject that could be brought before an audience in Camborne. There are, unfortunately, for

us in this part of the world, few opportunities for seeing much of the grand art, and the beauties generally, of one of the finest old cities in Italy, and it is very important and very pleasant that our minds should be taken as far as possible from the ordinary routine of work and carried into a different atmosphere, not only that we may pick up new ideas, but that we may imbue our minds with all the beauty that Art and Literature and Nature can give us—(hear, hear). Florence is almost the queen of the cities of Italy. I am not discounting glorious Venice, but I think you will find hardly anything in Italy to surpass the beauty and glory of Florence. Florence is the queen in art, in architecture, in poetry. This is illustrated in the painting of Cimabue, the architecture of Giotto, the statuary of Michael Angelo, and in the noble verse of Dante—(applause). All these matters are of interest to everyone who values the higher side of human nature. But I expect that Mr. Trench will in his lectures view the city more from the historical standpoint and as a leader among the little republics of Italy in the Middle Ages. You will find much in the history of Florence, not only much to interest, but much to inform the minds of all those who study the historical and political problems of the present day. I welcome gladly this series of lectures that Mr. Trench is about to commence, and I hope that it will be even more successful than the ones which preceded it, that large numbers will attend, and that amongst those who do so there may be a sufficient number taking honours in the examinations to show that Camborne is not behind in matters which some might think were rather foreign to us in this part of the country'—(applause).

Canon Chappell seconded the vote and expressed his satisfaction at the knowledge that the Extension lectures were so well attended in the parish of Camborne. He hoped the foretaste of the coming lectures which had been given to the students would induce them to be present in still larger numbers. They had had a most interesting description of the subject of the course, and they were exceedingly obliged to him for it—(applause).

The motion was unanimously carried.

Mr. Trench, in reply, thanked them very heartily for the welcome they had given him.

Mr. H. Chappell proposed a vote of thanks to Mr. Cunnack and all the ladies and gentlemen who had assisted during the evening; and especially to Miss Beatrice Vivian, the secretary of the branch, for the trouble she had taken to make the occasion a success—(applause).

Mr. W. Richards (Tuckingmill) seconded, and the motion was carried.

The proceedings closed with the National Anthem.

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### 2. Conversazione at Redruth.

THE commencement of series of lectures on Shakespeare, in connection with the Oxford University Extension, was the occasion of a conversazione at Redruth on Sept. 18. The Druids' Hall was prettily

decorated, and an exhibition of curious pictures and models of machinery added to the profit of the gathering. There was a large and influential attendance, and vocal music was given at intervals, consisting entirely of selections from Shakespeare's plays.

The Lecturer (Mr. F. Trench), who was introduced by the Secretary (the Rev. J. Stona), gave an address on the objects of the movement.

Mr. Conybeare, M.P., in moving a vote of thanks to those who had decorated the hall, spoke on the aim and usefulness of the movement. It was, he said, one of the most satisfactory movements they had seen in their midst for the last twenty or thirty years. He regarded a series of lectures of that kind as a most valuable adjunct to education in that mining district. It would enable the younger miners to obtain education, by which they could enter into competition with those who came down and entered their mining schools, after an excellent education in other parts of the country. He would urge most sincerely and earnestly on those who would in the future attain posts of high responsibility in connection with large mines, not to overlook the advantages held out to them to qualify themselves in the domain of history, art, or literature. Referring to the centres in Cornwall, he thought it was a pity that there were not more such classes in the country, especially in the eastern part, and said he would like to see a healthy competition between the East and the West. Other votes of thanks followed. The vocal performers were Misses Woolf, Job, and Davey, and Messrs. T. F. Richards and T. Johns. Miss J. E. Johns was the accompanist.—*Western Morning News.*

#### CONCERNING THE CENTRES.

ABERGAVENNY AND NEWPORT (Mon.).—Conversazioni have been arranged at these two Centres for Thursday and Friday, Oct. 2 and 3 respectively. Mr. Sadler, and Mr. Spender, who is engaged to lecture here in the Spring, will both be present.

CLEVEDON.—The death of Canon Joseph, and the departure from Clevedon of his co-secretary, Mr. H. D. Ellis, have made it necessary to appoint a new secretary to the University Extension Committee. The duties of the office have been kindly undertaken *pro tem.* by Mr. J. R. Marrack, of Ivy Bank.

EVEESHAM.—A conversazione will be held on Monday, Oct. 6, at which Mr. Sadler, and Mr. Marriott, who is lecturing here this Autumn, will be present.

GODALMING.—We have received a copy of the excellent programme of winter's work to be undertaken by the Students' Association here. The leader, the Rev. G. S. Davies, will preside at each meeting, at which the members will read and discuss papers on six great English painters, in connection with Mr. MacColl's course of lectures on that subject. The members are requested, before each meeting by the Students' Association, to write a paper on the particular subject (or some part of it) to be considered, or, as an alternative, to make notes before one or more of the painter's pictures.

Our readers will be interested in the detailed programme: the subjects for the six meetings of the Association are as follows:—

I. HOGARTH. 1. Study Dutch 'genre' painting and English caricature from Hogarth onwards.

2. Subject: The Dramatic element in Painting.

II. REYNOLDS. 1. Study the History of Portrait Painting in Italy (especially Venice), the Netherlands, and France; and the connection of the English Schools with Foreign Schools. (Make special study of Holbein, Titian, and Vandek.)

2. Subject: Reynolds' theories about Art in the *Discourses*, and their relation to his practice.

III. BLAKE. 1. Study Blake's contemporaries Flaxman, Stothard, Fuseli; and his master, Michael Angelo.

2. Subject: The element of Design and Imaginative Vision in Painting.

IV. TURNER. 1. Study of the Dutchmen; Cuyp and the Sea-painters; also French heroic landscape (Claude, Poussin, Vernet), and early English water-colour.

2. Subject: The Element of Composition in Painting.

V. CONSTABLE, etc. 1. Study the Dutchmen Holbein and Ruysdael.

2. Subject: Element of Nature in Painting.

VI. ROSSETTI, etc. 1. Study history of English School as sketched in syllabus.

2. Subject: To define the Poetic element in Rossetti's painting.

PETERBOROUGH.—Miss Colman has been elected to fill the post of Local Secretary rendered vacant by the resignation of Mr. G. C. Carter.

PRESTWICH.—We have received the Report, issued by the Committee at this Centre, for the Session 1889-90. It is a most businesslike document, containing, in addition to the Report of the previous Course, a sketch of the programme for the forthcoming Session, a balance sheet, and a list of guarantors. From the Report we extract the following:—

'In presenting their First Annual Balance Sheet the Committee desire to express their hearty thanks to the Guarantors for their generous support, without which University Extension could scarcely have found a footing in Prestwich. They have also to thank the Co-operative Society, and the Conservative and Liberal Clubs for most kindly allowing the free use of their rooms for Lectures, and the Prestwich Local Board for the loan of a room for Committee Meetings.'

'With the success of the first course of Lectures, delivered by Mr. E. H. Spender, in the spring of this year, on the French Revolution, the Committee have every reason to be satisfied. The Lectures were attended on an average by 180 persons, and Mr. Spender thoroughly interested his audiences in the subject. A fair proportion of the audience remained to the class held at the conclusion of each Lecture, and a considerable number studied the subject at home, and wrote essays for the Lecturer. The Examination was the only disappointing feature of the session; one candidate only, Miss Lucy Walker, passed with distinction, and three, Miss M. C. Bridgford, Miss E. C. Lodge, and Mr. C. Pulling satisfied the Examiner. The Committee hope that as the Centre becomes better established, the educational character of the movement will be more fully recognised. The Committee are well aware that the Lectures have a value even for those who are not prepared to devote private study to the subjects selected, but they cannot feel satisfied that the real objects of University Extension are obtained until it is evident that we possess a society of earnest students in our midst. They desire that as many of the audience as possible will undertake the prescribed courses of study, and, when it is practicable, test their knowledge and grasp of the subject by submitting to examination.'

'The Lecturer, in his report to the Delegates, expresses his conviction that the Centre 'ought in the future to be one of the most prosperous in the north of England,' but regrets that 'the working men of the district have not attended in any considerable number.' In this point the Committee are anxious for an improvement.'

'The Syllabus for the forthcoming course of lectures on Florentine History by the Rev. Hudson Shaw is now on sale (price 3d.) at Prestwich Post Office, and students are recommended to procure it and to begin at once the prescribed course of reading.'

'The Committee have found it necessary to raise the price of tickets for this next course, because the first course, in spite of the large audiences, was not quite self-supporting.'

'The Guarantee Fund has been drawn upon to the extent of £17, but as each Guarantor received two tickets, 5/- of each £1 subscribed may be regarded as payment for tickets, and the deficit may be reckoned at £6 10s. There will be considerable expense in connection with the Lime Light illustration of the new course.'

'Many of those who attended the first course expressed their willingness to pay a higher price for tickets, and the Committee believe that the price fixed will be found to involve no hardship, and will put the Lectures on a sound financial basis. At the same time the Committee hope to make arrangements for supplying tickets to Mutual Improvement Societies, Schools, etc., at a reduced rate.'

'To secure the satisfactory continuance and development of University Extension in the village a permanent fund is necessary, and the nucleus of such a fund is to be found in the balance of £25 remaining from the subscriptions of the Guarantors.'

## ARRANGEMENTS FOR 1890-1891.

Autumn, 1890.

Courses delivered Autumn, 1889 = 79.  
Courses arranged for Autumn, 1890 = 94.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
BLACKLEY (Manchester)	6	Puritan Revolution	Rev. W. H. SHAW, M.A.	Oct. 3	Dec. 12
HALIFAX	6	Puritan Revolution	" "	Oct. 2	Dec. 11
COCKERMOUTH	6	Puritan Revolution	" "	Oct. 6	Dec. 15
OLDHAM	6	Puritan Revolution	" "	Oct. 1	Dec. 10
ALDERLEY EDGE	6	Puritan Revolution	" "	Oct. 8	Dec. 17
UPPER BROOK ST. (Manchester)	6	Puritan Revolution	" "	Oct. 8	Dec. 17
EDGBASTON	7	Florentine History	" "	Sept. 25	Dec. 18
PRESTWICH	6	Florentine History	" "	Sept. 29	Dec. 8
RUGBY SCHOOL	5	Florentine History	" "	Oct. 10	Dec. 5
RUGBY (afternoon)	6	Florentine History	" "	Oct. 10	Dec. 19
RUGBY (evening)	7	Social Reformers	" "	Sept. 25	Dec. 18
CLECKHEATON	6	Representative Englishmen	" "	Oct. 2	Dec. 11
PETERBOROUGH	6	Age of Elizabeth...	" "	Oct. 10	Dec. 19
TODMORDEN	6	Age of Elizabeth ...	" "	Oct. 14	Dec. 23
GRANGE-OVER-SANDS	7	Age of Elizabeth ...	" "	Sept. 22	Dec. 8
NEWPORT	12	Physiography	H. J. MACKINDER, M.A.	Oct. 8	Mar. 23
RYDE	12	Physiography	" "	Mar. 9	Mar. 24
VENTNOR	12	Physiography	" "	Oct. 9	Mar. 24
STOURBRIDGE	6	Physiography	" "	Oct. 2	Dec. 11
NEWBURY (afternoon)	6	Physiography	" "	Oct. 10	Dec. 19
NEWBURY (evening)	6	Physiography	" "	Oct. 10	Dec. 19
LEAMINGTON (evening)	6	Physiography	" "	Oct. 3	Dec. 12
LEAMINGTON (afternoon)	6	Man and his Environment	" "	Oct. 3	Dec. 12
KIDDERMINSTER	6	Making of Nations	D. S. MACCOLL, M.A.	Oct. 2	Dec. 11
TUNBRIDGE WELLS	6	English Painters ...	" "	Nov. 7	Dec. 12
GODALMING	7	English Painters ...	" "	Nov. 4	Dec. 16
STAFFORD (afternoon)	6	English Novelists ...	J. A. R. MARRIOTT, M.A.	Sept. 23	Dec. 2
STAFFORD (evening)	6	Europe since Waterloo	" "	Sept. 23	Dec. 2
ROSS	6	Europe since Waterloo	" "	Sept. 30	Dec. 9
BATH (afternoon)	6	Europe since Waterloo	" "	Oct. 2	Dec. 11
FATH (evening)	6	Europe since Waterloo	" "	Oct. 2	Dec. 11
LEOMINSTER	6	English Colonies ...	" "	Oct. 8	Dec. 17
EVESHAM	6	English Colonies ...	" "	Oct. 9	Dec. 18
MALVERN	6	English in India ...	" "	Oct. 1	Dec. 10
WINSLOW	6	Great English Statesmen ...	" "	Oct. 10	Dec. 15
LEDBURY	6	Not fixed ...	" "	Oct. 9	Dec. 18
SALISBURY	6	The Age of Anne ...	E. B. POULTON, M.A.	Oct. 6	Dec. 15
WALLASEY	6	Heredity and Evolution	" "	Sept. 30	Dec. 9
TAUNTON	6	Heredity and Evolution	" "	Oct. 7	Dec. 15
BRADFORD	6	Heredity and Evolution	" "	Sept. 29	Dec. 8
CLEVEDON	6	Colours of Animals	" "	Sept. 29	Dec. 8
CLIFTON COLLEGE	6	Colours of Animals	" "	Sept. 29	Dec. 8
BAKEWELL	6	Geology	" "	Sept. 24	Dec. 4
SOUTHEND	6	Physiography	G. J. BURCH, B.A.	Sept. 29	Dec. 8
BOURNEMOUTH	6	The Stuarts ...	C. E. MALLET, B.A.	Oct. 4	Dec. 13
WEYMOUTH	6	Carlyle and Ruskin	" "	Oct. 1	Dec. 10
DORCHESTER	6	England in the 18th century	" "	Oct. 3	Dec. 12
READING	12	England in the 18th century	" "	Oct. 13	Dec. 8
MAIDENHEAD	6	French Revolution	" "	Oct. 9	Dec. 18
DEAL	12	Victorian Poets ...	F. S. BOAS, M.A.	Sept. 30	Dec. 9
RAMSGATE	12	Victorian Poets ...	" "	Oct. 4	Dec. 13
MARGATE	12	Representative Englishmen	" "	Oct. 3	Dec. 12
BRIGHTON	12	Representative Englishmen	" "	Sept. 24	Dec. 10
SANDWICH	12	Shakespeare	" "	Oct. 2	Apr. 2
ILKLEY	12	Victorian Literature	Rev. C. G. LANG, M.A.	Sept. 30	Dec. 16
HUDDERSFIELD	12	Victorian Literature	" "	Sept. 25	Dec. 4
HEBBEN BRIDGE	12	Victorian Literature	" "	Oct. 4	Dec. 13
ALTRINCHAM	6	Political Economy	H. L. L. SMITH, B.A.	Oct. 3	Dec. 12
RUNCORN	6	Political Economy	" "	Oct. 2	Dec. 11
LINCOLN (afternoon)	6	Astronomy...	V. P. SELLS, M.A.	Sept. 23	Dec. 2
LINCOLN (evening)	6	Astronomy...	" "	Sept. 23	Dec. 2
WARMINSTER	6	Astronomy...	" "	Sept. 30	Dec. 9
STRATFORD-ON-AVON	6	Astronomy...	" "	Oct. 1	Dec. 10
BRIGHTON	12	Electricity	" "	Sept. 25	Dec. 11
LOUTH	6	Electricity	" "	Sept. 22	Dec. 1
WARE	6	Electricity	" "	Sept. 24	Dec. 3
REIGATE	6	Victorian Writers ...	E. H. SPENDER, B.A.	Oct. 10	Dec. 19
SKIPTON	6	Victorian Literature	" "	Sept. 29	Dec. 8
GARSTANG	7	French Revolution	" "	Sept. 30	Dec. 9
LYTHAM	6	French Revolution	" "	Oct. 1	Dec. 10
HELSTON	6	Shakespeare	F. H. TRENCH, B.A.	Sept. 29	Nov. 3
REDRUTH	8	Shakespeare	" "	Sept. 17	Nov. 5
FALMOUTH	6	Shakespeare	" "	Oct. 2	Nov. 6
PENZANCE	8	Shakespeare	" "	Sept. 19	Nov. 7
TRURO	6	Shakespeare	" "	Oct. 4	Nov. 8

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
ST. AUSTELL	6	Florence	F. H. TRENCH, B.A.	Sept. 30	Nov. 4
CAMBORNE	8	Florence	"	Sept. 19	Nov. 7
ROCHESTER	6	Astronomy	G. F. CHAMBERS, M.A.	Oct. 2	Dec. 4
BRADFORD	6	Florence	LORD MORPETH, B.A.	Oct. 14	Dec. 23
KEIGHLEY	6	Florence	"	Oct. 6	Dec. 15
HALIFAX	6	Puritan Revolution	"	Oct. 9	Dec. 18
CHELTENHAM	6	Not fixed	"	Oct. 8	Dec. 17
BRIGHTON (St. Michael's Hall) (private course.)	12	Modern Poetry	J. CHURTON COLLINS, M.A.	Sept. 26	Dec. 12
GRAVESEND	12	Shakespeare	Rev. Dr. BAILEY, M.A.	Oct. 6	Mar. 23
ECCLES	6	Shakespeare	"	Sept. 30	Dec. 9
BURY	6	Shakespeare	"	Oct. 1	Dec. 10
ROCHDALE	6	Shakespeare	"	Oct. 1	Dec. 10
RHYL	6	Shakespeare	"	Oct. 2	Dec. 11
LAUNCESTON	6	Geology, The Crust of the Earth	C. CARUS-WILSON, F.G.S.	Sept. 30	Dec. 9
SIDMOUTH	12	Outlines of Geology	"	Oct. 2	Dec. 18
TAVISTOCK	6	Outlines of Geology	"	Oct. 1	Dec. 10
SOUTHBOROUGH	8	Geology	"	Sept. 29	Nov. 17
WORKINGTON	6	Physiography	A. B. BADGER, B.A.	Oct. 2	Dec. 11
BANBURY	12	Physiology	F. GOTCH, M.A.	Sept. 30	Dec. 2

*Spring, 1891.*

WORKINGTON	6	Age of Elizabeth	Rev. W. H. SHAW, M.A.	Jan. 15	Apr. 9
KEIGHLEY	6	Age of Elizabeth	"	Jan. 19	Mar. 30
ILKLEY	6	Puritan Revolution	"	Jan. 22	Apr. 2
ALTRINCHAM	6	Puritan Revolution	"	Jan. 16	Apr. 10
SOWERBY BRIDGE	6	Puritan Revolution	"	Jan. 7	Mar. 18
MANCHESTER (Ancoats)	6	Puritan Revolution	"	Jan. 23	Apr. 3
MANCHESTER (Friends Institute)	6	English Social Reformers	"	Jan. 20	Mar. 31
WARRINGTON	6	English Social Reformers	"	Jan. 20	Mar. 31
WHITEHAVEN	6	Florence	"	Jan. 27	Mar. 23
KESWICK	6	Not fixed	"	Jan. 12	Apr. 7
*NEWPORT (Isle of Wight)	12	Physiography	H. J. MACKINDER, M.A.	Jan. 14	Mar. 23
*VENTNOR	12	Physiography	"	Jan. 15	Mar. 24
*RYDE	12	Physiography	"	Jan. 15	Mar. 24
KNUTSFORD	6	The Making of Nations	"	Jan. 9	Mar. 20
SHREWSBURY	6	The Making of Nations	"	Jan. 22	Mar. 19
RUNCORN	6	The Making of Nations	"	Jan. 9	Mar. 20
LEAMINGTON (afternoon)	6	Great Movements in English History	J. A. R. MARRIOTT, M.A.	Jan. 20	Mar. 31
LEAMINGTON (evening)	6	Europe since Waterloo	"	Jan. 20	Mar. 31
BUCKINGHAM	6	Europe since Waterloo	"	Jan. 13	Mar. 24
BRIGHTON	12	Subject not fixed	"	Jan. 14	Apr. 1
DOVER	10	Europe since Waterloo	"	Jan. 15	Mar. 19
TUNBRIDGE WELLS	10	Europe since Waterloo	"	Jan. 23	Apr. 3
*READING	12	England in the 18th century	C. E. MALLETT, B.A.	Jan. 26	Feb. 9
LOUTH	6	England in the 18th century	"	Jan. 23	Apr. 3
WARE	6	Wolsey to Strafford	"	Jan. 8	Mar. 19
NANTWICH (afternoon)	6	Puritan Revolution	"	Jan. 21	Apr. 1
NANTWICH (evening)	6	Puritan Revolution	"	Jan. 21	Apr. 1
MATLOCK	6	Victorian Poets	F. S. BOAS, M.A.	Jan. 17	Mar. 28
*DEAL	12	Victorian Poets	"	Jan. 21	Apr. 1
*MARGATE	12	Representative Men	"	Jan. 23	Apr. 3
*RAMSGATE	12	Victorian Poets	"	Jan. 24	Apr. 4
*SANDWICH	12	Shakspeare	"	Jan. 22	Apr. 2
*HUDDERSFIELD	12	Victorian Literature	Rev. C. G. LANG, M.A.	Jan. 22	Apr. 2
*HEBDEN BRIDGE	12	Victorian Literature	"	Jan. 10	Mar. 21
CHEADLE	6	Physiography	A. B. BADGER, B.A.	Jan. 13	Mar. 24
BURNLEY	6	Physiography	"	Jan. 15	Mar. 19
ABERGAVENNY	6	Civil Wars and Commonwealth	E. H. SPENDER, B.A.	Jan. 19	Mar. 30
NEWPORT (Mon.)	6	Not fixed	"	Dates	not fixed
RHYL	6	Astronomy	V. P. SELLS, M.A.	Jan. 22	Apr. 2 (?)
BRIGHTON	12	Not fixed	P. E. MALLESON, B.A.	Jan. 15	Apr. 2
*BANBURY	12	Physiology	F. GOTCH, M.A.	Jan. 13	Mar. 24

*Summer, 1891.*

BRIGHTON (St. Michael's Hall) (private course)	12	Geography	H. J. MACKINDER, M.A.	May 7	July 23
BRIGHTON	12	Geography	"	May 7	July 23
SOUTHBOROUGH	8	Not fixed	J. A. R. MARRIOTT, M.A.	Dates	not fixed
CHELTENHAM (Ladies' College) (private course)	6	English History	"	May 9	June 11

\* Course continued from Autumn, 1890.

NOTE.—Arrangements for courses are being made with several other centres, but they are not yet sufficiently definite to allow of their being printed.

**THE LECTURERS' PROGRAMMES.****I.**

The programmes of the following lecturers are now full for the whole session, Oct. 1890—March 1891.

Mr. F. S. BOAS (except alternate Thursdays before Christmas—open for any centre in the S.E. of England); and all Mondays, and alternate Tuesdays, Wednesdays, Thursdays and Fridays after Christmas.

Rev. C. G. LANG.

Mr. H. J. MACKINDER.

Mr. J. A. R. MARRIOTT (except for some centre, not far from London, on Tuesday afternoon, or Thursday or Friday).

Mr. E. B. POULTON.

Rev. W. H. SHAW (except alternate Wednesdays after Christmas—open for any centre north of Preston).

**II.**

The programme of the following lecturers are full for the Autumn Session.

Mr. G. J. BURCH.

Mr. V. P. SELLS.

Mr. E. B. POULTON.

Mr. H. LL. SMITH.

Mr. F. H. TRENCH.

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The subjects for essays will be announced in February, 1891.

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4. The reduced fees do not apply to the Staff Lecturers or to Lecturers in class B. The names of the Lecturers who can be engaged on the above terms can be obtained on application.

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**GAPS.**

Under this heading we shall publish from time to time a list of those centres which seek for the co-operation of neighbouring towns, with a view to securing the services of a particular lecturer, and to lessening their share of railway expenses.

Centre.	Lecturer.	Subject.
BURNLEY	Mr. BADGER	Physiography
	Date :—After Thursday, Jan. 15—Mar. 19.	
CHEADLE	Mr. BADGER	Physiography.
	Date :—After Tuesday, Jan. 13—Mar. 17.	
MATLOCK	Mr. BOAS	Victorian Poets.
	Date :—After Saturday, Jan. 17—Mar. 28.	
RHYL	Mr. SELLS	Astronomy.
	Date :—After Thursday, Jan. 22—Apr. 2.	

\* \* \* A list of Gaps for the Spring Term will appear in the November number. Communications for this column should be sent to the Editor before Oct. 20.

**INFORMATION TO CONTRIBUTORS.**

All communications should be addressed to the Editor, OXFORD UNIVERSITY EXTENSION GAZETTE, University Press, Oxford.

All matter intended for insertion in the November issue should reach him not later than October 20.

Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

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JULY, 1891.

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### UNIVERSITY EXTENSION SCHOLARSHIPS, 1891.

THE Scholarships of the value of £130, given by the Marquis of Ripon, Mr. J. G. Talbot, M.P., the Master of University College, Professor Sylvester, Professor Pelham, Mrs. T. H. Green, Messrs. A. Sidgwick, M. E. Sadler, C. S. Roundell, E. Massie, A. L. Smith, H. A. L. Fisher, and J. A. R. Marriott, to enable University Extension Students who would not otherwise be able to afford it to study in Oxford during the Summer Meeting 1891, have been awarded as in previous years to writers of the best essays on subjects drawn from English History, English Literature, Natural Science, and Political Economy.

The Examiners have issued the following list:—

**Class A** (open to all Oxford University Extension Students who need the assistance of a scholarship in order to reside for a period of study in Oxford).

#### Scholarships of £10.

JOHN A. SIMPSON (Todmorden) in History.  
J. ALLEN HOWE (Launceston) in Science.

#### Scholarships of £5.

JANE H. FFOULKES (Ancoats) in History.  
EDITH POTTS (Altrincham) in History.  
JOSEPH OWEN (Oldham) in History.  
THOMAS GRAHAM (Todmorden) in History.  
MARY C. COATES (Malvern) in Literature.  
KATHERINE M. DANIEL (Abergavenny) in Literature.  
ROBERT H. WILKINSON (Huddersfield) in Literature.  
MAUD MANN (Rochester) in Literature.  
GEORGE H. BROWN (Matlock) in Political Economy.

**Class B** (open to all Elementary School Teachers (men and women) who are also Oxford University Extension Students).

#### Scholarships of £10.

CHARLES E. WHITING (Bath) in History.  
LAURA E. GREEN (Huddersfield) in Literature.

#### Scholarships of £5.

AGNES ELLAM (Huddersfield) in Literature.

**Class C** (open to all working men and women who are also Oxford University Extension Students).

#### Scholarships of £10.

THOMAS MOORE (Newport, Mon.) in History.  
THOS. H. TREGIDGA (Bacup) in Science.

#### *Scholarships of £5.*

ROBERT HALSTEAD (Todmorden) in History.

CHARLES OWEN (Oldham) in History.

ALFRED PRESTON (Altrincham) in History.

A. G. SMART (Ancoats) (honorary scholar) in History.

JAMES P. ROBERTSON (Bakewell) in Science.

The following report has been issued:—

‘The Examiners have again to report a large increase in the number of essays. The high standard reached in the previous competitions has been decidedly maintained.

‘Many of the historical essays show much thought as well as reading. The best essays reach a very high level of excellence. A common fault, however, of those which do not reach the highest standard is that the writers quote too largely from the ordinary Text-books. The writers should also more carefully consider the exact scope of the question selected.

‘In literature, there is a remarkable increase in the number and quality of the compositions, though the best essays do not excel the prize essay of last year. The style in some cases suffers from a tendency to fine writing, and in most cases the compositions would be improved if the competitors were to make out a clear scheme of their essay, before beginning to write.

‘In science, the essays are generally extremely good. The better ones bear evidence of a large amount of reading, and were very carefully executed. A fault of the less satisfactory essays is that the writers quote too much from one or two elementary books, and also, in a few cases, fail fully to understand the meaning of the subject suggested.

‘The Examiners regret that only two writers chose the subject drawn from Political Economy. They wish to draw the attention of the local organisers to this fact as indicating the desirability of more courses of lectures being arranged on this subject.

‘The Examiners wish to add that in every subject except Political Economy there were more essays up to Scholarship level than there were Scholarships to award.

HEREFORD B. GEORGE,

A. SIDGWICK,

E. B. POULTON,

L. R. PHELPS.

} Examiners.

‘June 26, 1891.’

The Summer Meeting will begin on July 31. Those elected to a Scholarship of £10 must reside during the whole Meeting. Tickets for the Meeting 30s, or for either part £1, can be obtained at the University Extension Office. Programmes 6d.

## SUMMER MEETING NOTES.

Mr. Morse Stephens will give a lecture on 'The Study of the French Revolution,' on Monday, Aug. 10, at 5 p.m.

The subject of Mr. Carus-Wilson's lecture will be 'Sands and Sand-stones.'

Mr. A. L. Smith, Fellow and Tutor of Balliol College, has kindly given a Scholarship of £5 to enable a student to attend the Summer Meeting. In offering the Scholarship, Mr. Smith speaks of the favourable impression, which the excellence of the work done by the candidates in the examinations has made upon him.

We have much pleasure in stating that the Co-operative Union is sending the following group of Scholars to the Summer Meeting—Messrs. James Inglis, W. H. Watkins, S. Hoyle, C. J. Cannon, A. Earnshaw and W. H. Moss. These are the prize-winners in the Co-operative Classes held during last winter.

The City Council of Oxford has unanimously voted the sum of £20 to be offered in Scholarships for working men resident in Oxford, and tenable at the Summer Meeting. The Scholars will be required to attend, *inter alia*, courses of lectures on scientific subjects.

Dr. Tylor has kindly promised, if he can manage to be in Oxford during the latter part of August, to show the Pitt-Rivers Collection to the University Extension Students who stay for Part 2 of the Summer Meeting.

We regret to say that absence from England will prevent Mr. Trench from lecturing as announced on Wednesday, August 19, and, for the same reason, Mr. E. H. Spender will be unable to lecture on August 20.

A special edition of *Alden's Oxford Guide* has been prepared for visitors to Oxford during the Summer Meeting, and will be ready in July.

Sir William and Lady Markby will be 'At Home' at Balliol College on Wednesday afternoon, Aug. 5, from 3.30-5.30 p.m. to the students attending the Summer Meeting.

The special sermon to the students on Sunday, Aug. 9, will be preached by the Rev. W. Lock, M.A., Fellow of Magdalen College, Tutor of Keble College, and a member of the Oxford University Extension Committee of the Delegates of Local Examinations.

## RICHARD G. MOULTON.

(From *Book News*, Philadelphia, U. S. A., May, 1891.)

THE itinerant work of University Extension in the United States has not unnaturally been begun by the descendant of four generations of itinerant Methodist ministers. Born in Preston, Lancashire, May 5, 1849, Richard G. Moulton comes of a stock fruitful in this generation in more than one field. One brother was senior wrangler and is now Queen's Counsel and Bencher of the Middle Temple. Another was one of the company of revisers of the New Testament, head of the Ley's school, at Cambridge, and this year President of the Wesleyan Conference of Great Britain. A third brother has dedicated himself to missions, passing his life on the Friendly Islands, where his labours have gone to raise the level of missionary schools, introduce the higher education of Europe, and stimulate a native literature.

Lives of success, learning, self-denial, and wide service spring naturally and inevitably from the environment and

atmosphere of a hard-working minister's home, where the creation of mental and moral values is steadily held up before children as the first and crowning duty of life. Years of wandering continued for Mr. Moulton's family, until he was sixteen, when his father settled in Cambridge, in 1865. This brought him in the neighbourhood of the University, but in no contact with it. English colleges exert no such influence on the town in which they stand as do our own. Education at New Kingswood School, Bath—a Methodist school established to train Methodist ministers—removed him still farther from the familiar currents of University training, and brought him nearer the needs of the great masses and the best methods of reaching and moving them—developed not by a church established by law, but by the grace of self-sacrifice. A term of study was also passed at a private school, kept by Mr. Edward Rush, at Northampton, before Mr. Moulton passed the examinations of London University, and in 1869 was graduated there—this University being, it is well to remark, an examining, and not a teaching body. This was succeeded by admission a year later to Christ's College, Cambridge, as a 'scholar,' or to put it in a manner more intelligible to Americans, if less technically accurate, as the holder of a scholarship. Christ's was Milton's college; it has a strong literary as well as classical spirit, and after four years residence, Mr. Moulton took his B.A. degree in classical honours—a success which implies scholarship far above the average—but not in the small group of men foremost in scholarship who yearly attract public attention, not only in the University, but in the wider active life of England.

The work of University Extension had then been just begun in England. Its possibilities were clear. Its increase was uncertain. Confidence in it was still confined to enthusiasts. It needed self-sacrifice, self-devotion, and a keen perception of its opportunities for usefulness to enlist in a field whose emoluments were small, in which no prizes were to be found, and which required of its apostles a life of constant wandering, of frequent disappointments, and of perpetual effort to rear a fabric which was certain to demand constant and unremitting effort to maintain.

For sixteen years Mr. Moulton has laboured in this work. He was appointed a Lecturer in September, 1884. He has since established centres all over England. He has lectured throughout the kingdom. In the constant practice of the lecture stand, he has acquired the dramatic and declamatory powers which have amazed those unaware of all that can be done to render scholarship interesting by enlisting in the service arts usually devoted to amusing, and neglected in instructing audiences. He has added to these brilliant accomplishments a scholarship, broad, catholic, and embracing. He has shown that it is possible to read extracts from a play better than they are given on the stage, and at the same time comment on them with a more penetrating criticism, equal to all the efforts of the closet from our American audiences, whose superior penetration of the subtler phases of acting every English actor, from Mr. Irving down, has noted. Mr. Moulton has received appreciation as complimentary to his audiences as to himself. In Boston and in Philadelphia—in one city as much as the other—he has drawn audiences at hours when halls are usually empty, and won approval from newspapers which devote but little attention to the lecture platform. He has proved anew its possibilities and opportunities, and by his example and success awakened an interest in popular education which did not before exist.

## LETTER TO THE EDITOR.

### The Pioneers of University Extension.

DEAR SIR,—You ask for my recollections of the classes held in various provincial towns before the beginning of the University Extension movement. The idea of that form of University Extension which you are now on the way to realise came first, as you have shown, out of the Universities themselves. You will find it suggested in evidence before a Parliamentary Commission in or before 1851-52. The classes of which I now send one or two recollections, opened the way for the work now being done by Oxford, Cambridge, and London. Their first founders were women; their one aim was the higher education of women.

In 1868 'Ladies' Educational Associations' were formed in several towns of Lancashire and Yorkshire for bringing teachers from the Scottish or English Universities to give courses of about ten lectures to women only. In the same year, but, I think, a few months later, such a 'Ladies' Educational Association' was established in Edinburgh. Professor Masson gave a course upon some subject in English Literature, and another of the Edinburgh University Professors gave a Science course. The lectures were to ladies' classes, which were formed and controlled by this Association as an independent agency outside the University. The example of Edinburgh was, in another month or two, followed in London, when there was formed a Ladies' Educational Association that also began with two courses, one in Science, one in Literature, which were given by Prof. Carey Foster and by me at the Beethoven Rooms in Harley Street. These courses opened in October or November, 1869. Among some of us there was an intention from the beginning so to direct the work of the London Ladies' Educational Association that it might prepare the way for as complete an opening of the Science and Arts Classes of University College to women as experience might show to be practicable. Our two courses in the Beethoven Rooms were followed by six courses in St. George's Hall, and they were not confined, as was then usual in such classes, to eight or ten lectures in a course. We ventured upon courses of thirty-six lectures, and they were well attended. The next step was taken in the winter session 1869-70, when, on condition that the classes met and separated at the half-hours, it was agreed to be convenient—for readier access to the apparatus necessary for experiments—that two of the Science classes should meet in the College, the other classes all still meeting at St. George's Hall. In the next session, 1870-71, there were three such Science classes, instead of two, held in the College, and in 1871-72 prejudice was so far removed that, with consent of the Council of the College, we brought all the classes into our own lecture-rooms, and increased the number of the women's courses from

eight to twenty-one. They were classes of Professors of the College, not of the College, and they were held under the superintendence of a Ladies' Committee, the Committee of the London Ladies' Educational Association, working in concert with us. To have gone farther in that year would have been to reap before the corn had ripened. We then moved step by step in the next successive sessions, opening first to women as well as men one or two small College classes upon subjects chiefly attended by elder students. In this way, tentatively but with firm advance, by gradual experiment extended over ten years, all the old prejudices were so far conquered, that in 1878 the University of London opened its degrees to women, and University College, which had obtained in 1869 the necessary modification of its charter, was fully prepared to teach all who desired knowledge, and was open to women as to men, except, of course, in the Faculty of Medicine.

It was during these ten years, from 1869 to 1878, that Ladies' Educational Associations, formed in very many of the chief towns throughout England, were preparing the ground for that Extension of University teaching which is now being controlled by University Syndicates, and is now slowly bringing within sight the realisation of an ideal first suggested at least forty years ago.

The classes of those ten years began in each town with the formation of a Ladies' Educational Association, by which the subject of study was selected, the class formed, and the lecturer invited. The lecturer received either a fixed fee, usually of five guineas a lecture, which included travelling expenses, except for long distances; or a minimum fee of five guineas, with a division of any profits after payment of expenses. In that way, I remember that I had £100 for ten lectures at Liverpool, and, I think, £111 for ten lectures given on the evenings of the same days at Birkenhead. The whole movement was very vigorous. The courses were of ten lectures, the students were all women, the season for lectures was in the two terms between October and Easter. I ceased altogether to take classes out of London when the battle for higher education of women, so far as I had anything to do with it, was won by their admission to the Arts and Science classes at University College. But during the ten years when that work was in hand I was one of the band of workers in the provinces, and in the greater part of the time gave three days a week to that work. When I went far north I found Scotch Professors coming south upon the same good errand. We took the same thought then that you take now for the fitting of our little rounds of work, so that more than one town might be taken in one day, and invitations were received a year or two years in advance, whilst there were some towns in which courses on the same subjects of study were carried on by the same teacher from year to year. In nearly all the

classes, exercises were written and marked, and certificates given, with an order of merit in the honours list, based upon the marking of the class work; and the number of students who in those days wrote papers was considerable. There were, indeed, some towns in which nobody who came to the classes would do paper work; but there were others with large classes in which, except some four or five, every student wrote, and if she missed her paper for one week sent two for the next. In one of the years between 1869 and 1878 I had the curiosity to add up the numbers of students in my classes for that session, in and out of London, omitting any who took fewer than ten lectures, and found they were about two thousand.

In the latter part of this period of ten years, the attention of local committees was more and more drawn to the suggestion of a permanent organisation of their work, by transformation of it into a system that would bring University teaching from Oxford or Cambridge home to the doors of the people in the provinces. Cambridge was then chiefly in question, and I most heartily admired the energy with which Prof. James Stuart was acting then as a pioneer in the new movement. The old Associations for the Higher Education of Women had provided starting-points for the establishment of classes, bound together by affiliation to a single *Alma Mater*, open equally to men and women, and placed under the care of a University syndicate that would be able to assure not only their permanence but their development. My recollections, you see, are of the first stages of a process of evolution that is on its way to such substantial results as, I hope, your *University Extension Gazette* will have to record in the years to come.

Wishing success to you all in the attainment of your highest aims alike at Oxford and at Cambridge.

I am,

Faithfully yours,

HENRY MORLEY.

CARISBROOKE, ISLE OF WIGHT  
May 25, 1891.

## TECHNICAL EDUCATION FOR AGRICULTURAL DISTRICTS.

THOSE engaged in the organisation of Technical Education for Agricultural Districts will be interested in the following outline of six courses of lectures, representing three years' work in Agricultural subjects. In this way there would be provided for the general public who attend the lectures, an orderly and complete store of agricultural information, whereas those who carefully worked through the course, during each set of lectures, would at the end have earned a series of certificates embracing the whole subject. The outlines of the first two courses—one year's work—are given in full. Abridged outlines are given of the rest.

For a general description of the scheme see *Oxford University Extension Gazette* for June, 1891.

### 1. Chemistry of Common Life.

#### 2. Soils, Plants, and Animals.

##### 3 A. Agricultural Chemistry.

##### 4 A. Agriculture.

##### 3 B. Farm Stock; life history, feeding and management.

##### 4 B. Parasites and pests of Stock and Crops.

### 1. Chemistry of Common Life.

Chemical and Physical change. Chemical union and decomposition. Elements and compounds.

Oxygen. Combustion. Acids. Respiration and animal heat.

Composition of the air. Nitrogen. Mixtures and compounds. Nitrogen in animals, plants and manures.

Physical properties of the air. The barometer. Winds and weather.

Physical properties of water. Rain and frost, and their action on rocks and soils. Natural waters. Hard waters. Irrigation and drainage. Water in plants and animals. Hydrogen gas.

Nitrates. Ammonia. Nitrogenous organic matter. Manures.

Carbon. Charcoal and its uses. Coal and coal-gas. Carbonic acid. Fermentation. Choke damp and ventilation. Action of carbonic acid upon plants and animals. Methods of softening water.

Acids, alkalies and salts. Common salt. Sea water. Rock salt and kainite. Chlorine and bleaching. Spirits of salt.

Sulphur, its manufacture. Uses of vitriol. Sulphates and sulphides. Sulphuretted hydrogen.

Phosphorus. Matches. Phosphates. Solubility of the phosphates of lime. Bones, coprolites and mineral phosphates.

The metals. Sodium, washing soda and nitrate of soda. Wood-ashes and saltpetre. Chalk and lime. Magnesia. Iron and iron slags. Alumina and silica. Clay and sand. Glass.

### 2. Soils, Plants, and Animals.

Formation of rocks. Erosive action of the sea. Shingle, sand and mud. Elevation and crumpling of these deposits. Pudding-stones, sand-stones, clays and shales. Formation of chalk and lime-stones. Volcanic rocks. Granite. Slate and marble.

Wasting of rocks. Carbonated water. Rain. Rivers and river deposits. Frost and ice. Wind.

Action of plants and animals. Shape of the ground.

Formation of soils. Rocks, sub-soils and surface-soils. Rain-wash. Shallow and deep soils.

Classification of soils in relation to the rocks from which they have been formed. Sandy soils. Loamy soils. Clay soils. Chalky soils. Peaty soils. Other soils.

Chemical composition of soils. Silica, alumina, alkalies, alkaline earths, oxide of iron, acids, organic matter. Soluble ingredients and their movements in the soil.

Drainage of soils. Its effect on the growth of plants.

What it is to be alive. Cells, their feeding, growth and multiplication. All living things come from other living things. Low forms of life. Microbes. Single-celled animals and plants. Differences between animals and plants.

General classification of plants. Vegetable slime and

moulds. Mosses. Ferns. Firs. Flowering plants. Some of the characteristics of these groups.

Classification of the flowering plants:—(1) The grasses. Their fruit. Germination. Form of the mature plant and its various parts. Barley, oats, wheat, rye, maize, vernal grass, other grasses. (2) The higher plants. Their fruit. Germination. Form of the mature plant. Clover, vetches, beans, peas. Mustard, rape, cabbages, turnips. Carrots, parsnips, celery, parsley. Beets, mangolds. Potatoes, tomatoes.

How plants are built up. Varieties of cells. Roots and their function. Varieties of stems. Circulation of sap in stems. Reproduction from stems. Leaves, their structure and arrangement, Stomata. Flowers and fertilisation. Varieties of fruits. Scattering of seeds. Germination and growth.

General classification of animals: (1) The lower animals. The worms; earthworms and leeches, tape-worms and flukes, small round worms. Insects; beetles, wasps and bees, butterflies and caterpillars, flies. Molluscs; snails and slugs. (2) The higher animals. Fishes, frogs, reptiles, birds and mammals. Classification of mammals; the pig and horse; sheep and cattle; clawed animals, the dog and cat.

How animals are built up. Skeletons and muscles. Digestive organs. The heart and blood. The breathing of animals. Waste products of animals. The brain and nerves. Animal reproduction.

The chemistry of life. Cellulose, sugar, starch. Fats and oils. Albumen, gluten, casein. Mineral materials. Sources of food for life. Plant food. Animal food. Chemical changes in plants and animals.

### *3 A. Agricultural Chemistry.*

#### 1. Relations between soils and plants.

Physical properties of soils. The kind of soil required by plants. Improvement of the physical condition of soils.

Ultimate chemical composition of soils and plants. What a fertile soil should contain. Dormant and active ingredients of soils. Exhaustion of soils. Their improvement by manures. What becomes of manures in the soil. Nitrogenous, phosphatic and other manures.

#### 2. Relations between plants and animals.

Chemical composition of plants and animals.

What animals require. Foods and their classification.

### *4 A. Agriculture.*

Farm implements and their use. Tillage and other operations.

Special crops. The soils and manures they require. The rotation of crops. Different courses of rotation. Improvement of grass lands. The gathering of crops. Ensilage.

Management of farm-buildings.

Special requirements of farm animals. Special foods. Preparation of foods.

Animal products. Milk, butter, cheese.

Farm book-keeping.

### *3 B. Farm Stock; life history, feeding and management.*

Natural homes and habits of the domesticated animals. How long they have been domesticated, and the influence of domestication upon them.

The general principles of stock management. Feeding and management of some of the most important animals. Breeding and improvement of stock. The various breeds. What has been done and can be done to improve stock. Selection for breeding purposes. Cross breeding. In and in breeding. Delicacy of high-bred animals.

### *4 B. Parasites and pests of Stock and Crops.*

Parasites and pests of vegetable nature. Moulds and funguses; how they grow, how they are propagated, the damage they do and how to cope with them (illustrated by the most familiar local diseases).

Parasites and pests of animal nature. The various forms of worms, grubs and insects that attack crops and stock; how they spread, the damage they do and how to attack them. Examples like the wire-worm and other grubs, the round worm of roots, the liver-fluke and the tape-worm. Special local pests.

### *COST OF THE SCHEME.*

For the benefit of County Councils we append a short statement of the cost of carrying on the work for one year. The University recognises two classes of lecturers—senior lecturers who are both competent and experienced, and junior lecturers who are competent but not so experienced.

For one course of lectures by a senior lecturer a charge of £46 10s. is made; for one course by a junior lecturer, £36 10s. These charges include—

Salary to lecturer for lectures, classes, and examination of weekly papers.

Travelling expenses (in part)<sup>1</sup>.

Loan of travelling library.

Sixty copies of printed syllabus and loan of apparatus.

Cost of final examination.

Certificates and prizes.

Each lecturer could take five lectures a week and there would be one course before and one after Christmas at each centre. In this way, by employing both a senior and a junior lecturer, there would be two courses per annum at ten places and the charge for the year would be—

Ten courses @ £46 10s. (senior lecturer) £465.

Ten courses @ £36 10s. (junior lecturer) £365.

Total cost per annum for two courses of

lectures at ten places . . . . £830.

The cost will of course be less than this by the amount of students' fees.

### *HINTS FOR LOCAL ORGANISATION.*

In all the centres there would of course have to be local secretaries to make local arrangements, such as seeing to the equipment of the lecture-room, taking care of the travelling library, registering the attendance of students, superintending the final examination, and conducting the correspondence. As yet these secretaries in other parts of England have been unpaid, but we strongly recommend that in addition to a chairman,—some local man of influence—another person be asked to take the routine secretarial work, and that he be paid an hono-  
rarium of £2 a course.

While this scheme provides the main part of agricultural teaching and directs the course of that teaching, it will probably be found useful, especially in the poorer and less educated districts, to have continuation classes, supplementary courses and night schools, conducted by local schoolmasters and other competent persons. The exact nature of this auxiliary work must, of course, be determined by the possibility and want of it in each district.

With regard to the relation between Extension Teaching and the working of the Science and Art Department, no one who is acquainted with these institutions can have the slightest reason to suspect that their interests are antagonistic. There is room and need for far more Technical Education than existing agencies supply, and all such agencies may be well content to work in harmony, and alongside each other, for many years to come.

<sup>1</sup> Additional charges are made when a lecturer has to hire conveyances for the carriage of his apparatus to centres far removed from railway stations, and when he has to pass the night in hotels. A charge of one shilling a mile is made for conveyances and six shillings a night for hotels. The latter charge is of course not made when the lecturer is entertained as is usually the case in Extension centres.

## ARRANGEMENTS FOR 1891-92.

Autumn, 1891.

[P signifies that the arrangement is provisional only.]

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
PRESTWICH	6	Social Reformers ...	Rev. W. H. SHAW, M.A.	Sept. 28	Dec. 7
THORNTON	6	Social Reformers ...	" "	Oct. 9	Dec. 18
BIRMINGHAM (evening)	6	Social Reformers ...	" "	Oct. 6	Dec. 15
BIRMINGHAM (afternoon)	12	Age of Elizabeth ...	" "	Oct. 6	Dec. 15
RUGBY (evening)	12	Age of Elizabeth ...	" "	Oct. 7	Dec. 16
RUGBY (afternoon)	6	Renaissance in Italy and England	" "	Oct. 8	Dec. 17
CHESTER	6	Venice ...	" "	Sept. 29	Dec. 8
ALTRINCHAM	6	Venice ...	" "	Sept. 29	Dec. 8
ALDERLEY EDGE	6	Venice ...	" "	Sept. 30	Dec. 9
HALIFAX	6	Venice ...	" "	Oct. 1	Dec. 10
COCKERMOUTH	6	Venice ...	" "	Oct. 5	Dec. 14
CARLISLE	6	Venice ...	" "	Oct. 5	Dec. 14
OLDHAM	6	Florence ...	" "	Sept. 30	Dec. 9
KEIGHLEY	12	Puritan Revolution ...	" "	Oct. 2	Dec. 11
STAFFORD	6	Not fixed ...	" "	Oct. 7	Dec. 16
BAKEWELL (P)	6	Not fixed ...	" "	Oct. 8	Dec. 17
BRIGHTON	12	Geography ...	H. J. MACKINDER, M.A.	Sept. 30	Dec. 16
BRIGHTON (private course)	12	Geography ...	" "	Sept. 30	Dec. 16
CLEVEDON	6	Geography ...	" "	Oct. 9	Dec. 18
STOURBRIDGE	6	Physiography ...	" "	Oct. 2	Dec. 11
SWINDON (afternoon)	6	Making of Nations ...	" "	Oct. 8	Dec. 17
SWINDON (evening)	6	Not fixed ...	" "	Oct. 8	Dec. 17
KIDDERMINSTER	6	Not fixed ...	" "	Oct. 2	Dec. 11
STAFFORD	6	Not fixed ...	" "	Oct. 1	Dec. 10
HEBDEN BRIDGE	6	Not fixed ...	" "	Oct. 10	Dec. 5
WELLINGTON	6	Europe since Waterloo ...	J. A. R. MARRIOTT, M.A.	Sept. 29	Dec. 8
SHREWSBURY	12	English Novelists ...	" "	Sept. 29	Dec. 8
BOURNEMOUTH (morning)	12	English Novelists ...	" "	Oct. 9	Dec. 18
BOURNEMOUTH (evening)	12	Age of Anne ...	" "	Oct. 8	Dec. 17
LEDBURY	6	Irish History ...	" "	Oct. 2	Dec. 11
SOUTHBOURNE	12	Irish History ...	" "	Oct. 8	Dec. 17
NEWPORT, I. W.	12	The Stuarts ...	" "	Oct. 7	Dec. 16
RYDE	12	English Colonies ...	" "	Oct. 6	Dec. 15
VENTNOR	12	English Colonies ...	" "	Oct. 7	Dec. 16
LUDLOW	6	English Colonies ...	" "	Sept. 30	Dec. 22
BATH (evening)	6	English Colonies ...	" "	Oct. 1	Dec. 10
BATH (afternoon) (P)	6	Not fixed ...	" "	Oct. 1	Dec. 10
ROSS	6	Not fixed ...	" "	Oct. 2	Dec. 11
READING	6	Shakespeare ...	J. CHURTON COLLINS, M.A.	Sept. 26	Dec. 5
BRADFORD	6	Prose Writers of Victorian Era ...	Rev. C. G. LANG, M.A.	Oct. 15	Nov. 19
NEWBURY	6	Wolsey to Strafford ...	C. E. MALLETT, B.A.	Oct. 6	Dec. 15
PETERBOROUGH	6	French Revolution ...	" "	Oct. 9	Dec. 18
SOUTHAMPTON	6	The Stuarts ...	" "	Oct. 5	Dec. 14
SOUTHEND	6	The Stuarts ...	" "	Sept. 28	Dec. 7
DOVER	6	Prose Writers ...	" "	Sept. 30	Dec. 9
MARGATE	12	England in the 18th century ...	" "	Oct. 2	Dec. 11
RAMSGATE	12	England in the 18th century ...	" "	Oct. 3	Dec. 12
SANDWICH	12	Not fixed ...	" "	Sept. 29	Dec. 8
STAMFORD	6	Not fixed ...	" "	Oct. 8	Dec. 17
ILKLEY	12	Shakespeare ...	F. S. BOAS, M.A.	Sept. 24	Dec. 10
RIPOL (afternoon)	6	Shakespeare ...	" "	Oct. 2	Dec. 11
RIPOL (evening) (P)	6	Shakespeare ...	" "	Oct. 2	Dec. 11
RAWTENSTALL	12	Shakespeare ...	" "	Sept. 30	Dec. 9
HUDDERSFIELD	6	Chaucer and Spenser ...	" "	Oct. 1	Dec. 10
READING	12	Victorian Poets ...	" "	Sept. 28	Dec. 14
OTLEY	6	Not fixed ...	" "	Sept. 24	Dec. 3
RIYIL	6	Shakespeare ...	Rev. J. G. BAILEY, M.A., LL.D.	Oct. 1	Dec. 10
BURY	6	Not fixed ...	" "	Oct. 2	Dec. 11
ROCHESTER	6	Commerce, Colonization, & Empire	K. D. COTES, M.A.	Oct. 1	Dec. 10
TRURO	6	Problems of Poverty ...	J. A. HOESON, M.A.	Sept. 28	Nov. 2
ST. AUSTELL	6	Problems of Poverty ...	" "	Sept. 29	Nov. 3
REDRUTH	6	Problems of Poverty ...	" "	Sept. 30	Nov. 4
FALMOUTH	6	Problems of Poverty ...	" "	Oct. 1	Nov. 5
CAMBORNE	6	Problems of Poverty ...	" "	Oct. 2	Nov. 6
PENZANCE	6	Great Novelists of the 19th century	" "	Oct. 2	Nov. 6
STONE	6	Great Novelists of the 19th century	" "	Nov. 13	Dec. 18
AMBLESEIDE	6	The Growth of Parliament ...	E. L. S. HORSBURGH, B.A.	Sept. 29	Dec. 8
REIGATE	6	Literature of the 18th century ...	" "	Oct. 6	Dec. 15
GODALMING	6	French Revolution ...	" "	Oct. 6	Dec. 15
GRAVESEND	12	Victorian Writers ...	E. H. SPENDER, B.A.	Oct. 5	Dec. 14
TUNBRIDGE WELLS	10	Victorian Writers (prob.) ...	" "	Sept. 29	Dec. 1

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
WEYMOUTH ...	6	Architecture ...	Rev. G. H. WEST, D.D.	Sept. 30	Dec. 9
STONE ...	6	Australia ...	W. B. WORSFOLD, M.A.	Oct. 2	Nov. 6
MALVERN ...	8	Outlines of Geology ...	C. CARUS-WILSON, F.G.S.	Sept. 30	Nov. 18
BRIDPORT ...	12	Outlines of Geology ...	" " ...	Sept. 29	Dec. 8
WELLS ...	6	Physiography ...	" " ...	Oct. 5	Dec. 14
TORQUAY (afternoon) ...	12	Descent of Man ...	P. CHALMERS MITCHELL, M.A.	Oct. 1	Dec. 17
TORQUAY (evening) ...	12	Descent of Man ...	" " ...	Oct. 1	Dec. 17
NEWPORT, MON.	12	Electricity ...	V. P. SELLS, M.A.	Oct. 2	Dec. 18
LEAMINGTON ...	6	Hygiene ...	L. HILL, M.B.	Sept. 25	Dec. 4
RYDE ...	12	Hygiene ...	" " ...	Oct. 1	Dec. 10
GARSTANG ...	6	Physiography ...	H. R. MILL, D.Sc.	Sept. 29	Dec. 8
GRANGE ...	6	Physiography ...	" " ...	Sept. 30	Dec. 9
PENRITH ...	12	Physiography ...	" " ...	Oct. 1	Dec. 10

*Spring, 1892.*

GRANGE ...	6	Puritan Revolution ...	Rev. W. H. SHAW, M.A.	Jan. 18	Mar. 28
WHITEHAVEN ...	6	Puritan Revolution ...	" " ...	Jan. 21	Mar. 31
*BIRMINGHAM (afternoon) ...	12	Puritan Revolution ...	" " ...	Jan. 20	Mar. 30
*RUGBY (evening) ...	12	Puritan Revolution ...	" " ...	Jan. 20	Mar. 30
RHYL ...	6	Venice ...	" " ...	Jan. 12	Mar. 22
PENDLETON ...	6	Venice ...	" " ...	Jan. 14	Mar. 24
ANCOATS ...	6	Venice ...	" " ...	Jan. 13	Mar. 23
RUNCORN ...	6	Not fixed ...	" " ...	Jan. 11	Mar. 21
*KEIGHLEY ...	12	Not fixed ...	" " ...	Jan. 18	Mar. 28
DEWSBURY ...	6	Not fixed ...	" " ...	Jan. 19	Mar. 29
SKIPTON ...	6	Not fixed ...	H. J. MACKINDER, M.A.	Jan. 22	Feb. 26
BRADFORD ...	6	Physiography ...	" " ...	Jan. 21	Feb. 25
*HEEDEN BRIDGE ...	6	Not fixed ...	" " ...	Jan. 20	Feb. 17
*BOURNEMOUTH (morning) ...	12	English Novelists ...	J. A. R. MARRIOTT, M.A.	Jan. 22	Apr. 1
*BOURNEMOUTH (evening) ...	12	Age of Anne ...	" " ...	Jan. 21	Mar. 31
*SHREWSBURY ...	12	English Novelists ...	" " ...	Jan. 12	Mar. 22
KNUTSFORD ...	6	English Novelists ...	" " ...	Jan. 13	Mar. 23
*NEWPORT, I. W. ...	12	The Stuarts ...	" " ...	Jan. 20	Mar. 30
*RYDE ...	12	English Colonies ...	" " ...	Jan. 19	Mar. 29
*VENTNOR ...	12	The English in India ...	" " ...	Jan. 20	Mar. 30
BANBURY ...	6	Europe since Waterloo ...	" " ...	Jan. 15	Mar. 25
*SOUTHBORNE ...	12	Not fixed ...	" " ...	Jan. 21	Mar. 31
FRODSHAM ...	6	Not fixed ...	" " ...	Jan. 14	Mar. 24
CHESTER (afternoon) ...	6	Not fixed ...	" " ...	Jan. 14	Mar. 24
CHESTER (evening) ...	6	Not fixed ...	" " ...	Jan. 13	Mar. 23
DOVER ...	6	English Colonies ...	C. E. MALLETT, B.A.	Jan. 27	Apr. 6
*MARGATE ...	12	England in the 18th century ...	" " ...	Jan. 29	Apr. 8
*RAMSGATE ...	12	England in the 18th century ...	" " ...	Jan. 30	Apr. 9
*SANDWICH ...	12	Not fixed ...	" " ...	Jan. 26	Apr. 5
WARRINGTON ...	6	Shakespeare ...	F. S. BOAS, M.A.	Jan. 26	Apr. 5
*RAWTENSTALL ...	12	Shakespeare ...	" " ...	Jan. 27	Apr. 6
KIDDERMINSTER ...	6	Not fixed ...	" " ...	Jan. 29	Apr. 8
ABERGAVENNY ...	6	Series of Shakespeare's Plays ...	R. W. BOND, M.A.	Jan. 30	Apr. 9
HALIFAX ...	6	Venetian Art ...	W. G. COLLINGWOOD, M.A.	Jan. 21	Mar. 31
+HUDDERSFIELD ...	6	The Growth of National Life ...	J. A. V. MAGEE, B.A.	Jan. 28	Apr. 7
*GRAVESEND ...	12	Victorian Writers ...	E. H. SPENDER, B.A.	Jan. 25	Apr. 4
SOUTHERND ...	6	Electricity ...	G. J. BURCH, B.A.	Nov. 16	Mar. 28
BATH (afternoon) (P) ...	6	Not fixed ...	C. CARUS-WILSON, F.G.S.	Jan. 29	Apr. 7
BATH (evening) ...	6	Outlines of Geology ...	" " ...	Jan. 29	Apr. 7
*BRIDPORT ...	12	Outlines of Geology ...	" " ...	Jan. 26	Apr. 5
*RYDE ...	12	Hygiene ...	L. HILL, M.B.	Jan. 14	Mar. 24
*PENRITH ...	12	Physiography ...	H. R. MILL, D.Sc.	Jan. 21	Mar. 31

\* Continued from Autumn 1891.

† Continuation of Mr. Boas' Autumn Course.

**Oxford University Extension Calendar  
of Examination Results.****II. Lent Term, 1891.**

(Continued from the June number.)

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## CONTENTS.

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Rules of the Competition.	Oxford University Extension and Technical Education.
Notes on the Work.	Summer Meeting Address.
A College in every Town.	Scholarships for 1892.
Munificent Donation to University Extension.	Calendar of Examination Results.
Concerning the Centres.	Arrangements for 1891-92.
Letters to the Editor.	

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# OXFORD UNIVERSITY



## EXTENSION GAZETTE.

VOL. II. No. 13.]

OCTOBER, 1891.

[ONE PENNY.

### PRIZE ESSAY COMPETITION.

Two prizes, of one guinea and half-a-guinea respectively, are offered for the best original essays by Oxford University Extension Students on

*The place of the University of Oxford in the movement for the Revival of Learning in England  
1498-1520.*

One or both of the prize-essays will be published in the November number of the *Oxford University Extension Gazette*.

The essay-competition will be continued in future months; and the subjects set for the essays, which will be drawn in succession from history, literature, economics and natural science, will all bear on the studies now being undertaken by students in preparation for the Oxford Summer Meeting of 1892.

#### RULES OF THE OCTOBER COMPETITION.

1. The competition is confined to students who are now attending Oxford University Extension courses or have attended such courses since October 1890, or were present at the Oxford Summer Meeting of 1891.

2. Each essay must reach the Editor of the *Oxford University Extension Gazette* (University Press, Oxford) fully prepaid, and not later than the first post on October 21.

3. No essay must contain more words than can be printed in medium type on two pages of the *Gazette*.

4. Essays must be written in a clear hand, on numbered pages, and on one side of the paper only. Each page must bear the writer's name or pseudonym.

5. Writers must send, with their essays, their name and address. In the case of the successful essays, the name and address of the writers will be printed in the *Gazette*. In the November *Gazette* the receipt of unsuccessful essays will be acknowledged, and all the essays will be classed according to merit in three divisions. If expressly desired by the writers, the Editor will only give the pseudonyms of the unsuccessful competitors.

6. The Editor can only return those essays which reach him accompanied by stamps fully covering return postage.

7. No attention can be given to any compositions which fail to observe the above regulations.

### NOTES ON THE WORK.

THE new year of University Extension Teaching begins to-day. Never before have the responsibilities of the movement been so heavy, or the public expectations of its usefulness so high. The summer, so far from being a time of stagnation, has been a period of rapid growth. To ensure success during the coming winter, all engaged in the work must spare no effort, as in many respects the session, on which we are now entering, is a critical one. But those who have watched the movement most closely are agreed that, great as is the burden of its new responsibilities, it has never been so well equipped, or in such good condition to meet difficulties, and to overcome them.

On the last day of the Summer Meeting, the Secretary received an exceedingly kind letter enclosing £21, which had been subscribed by 367 students, present at the Meeting, for the purpose of providing Scholarships for 1892. In thanking those who had so generously increased the scholarship fund by this unexpected gift, the Secretary said that he was in a position to know how useful the Scholarships previously offered had been in aiding students to derive benefit from the Summer Meetings.

The *Maidenhead Advertiser* for September 16 contains a letter, written to a lady in Maidenhead by a working man who held a scholarship at the recent Summer Meeting. The letter contains the following passage which will be read with interest by those who have aided so many poor students to visit Oxford for a short period of study:—

"In reply to your enquiries I beg to say that I have immensely enjoyed my month's stay in Oxford. I am conscious of possessing something which I had not before.

\* \* \* \* \* I have found myself under influences that are likely to affect me for the remainder of my life. 'Where men are made,' said Dr. Fairbairn, 'nations are formed,' and it would be impossible for one to spend even a month in the 'man-making, nation-forming' city of Oxford, hoary with old age, and rich in memorials of a venerable past, and to leave it again unchanged by such contact. I feel and must express my sense of indebtedness to the University Extension Movement for the introduction into a newer and better life. 'I feel my heart new opened'—new thoughts, larger views, wider sympathies, new phases of truth, old things seen under new aspects, and a rending of the veil which opens into a brighter and a happier life. Not only do I intend to remain an adherent to the Extension Movement myself, but I earnestly desire to see other working-men rightly appreciating those advantages open to them."

At the final Conversazione of the Summer Meeting, thanks were given to the members of the staff engaged in the organisation of the Meeting. Special mention was made of the valuable services of Miss Beard, of the Ladies' 'Committee of Reference,' and of Mr. Marriott. It was also generally felt that much of the success of the gathering had depended on the courtesy and thoughtfulness of the servants on whom the varied arrangements of the Meeting had necessarily imposed considerable strain.

Many visitors remarked that all the staff seemed animated with a common desire to ensure the complete success of the Meeting.

..

A correspondent writes: 'The success of the next Summer Meeting would be increased if longer intervals were allowed between the lectures. There was not time this year, between some of the lectures, to get from the Museum to the Schools. I must add too that the Town Hall is too noisy for comfort.' We thank our correspondent for his suggestions, and are glad to say that those concerned in the organisation of the details of the Meeting fully realise the importance of increasing the intervals between some of the lectures. It is hoped that next year's programme will show that the present year's experience has suggested improvements on this point. Arrangements are also contemplated which will make it possible to darken one of the large rooms in the Schools for morning lectures illustrated by the lantern. If these arrangements can be carried out, the need for using the Museum Theatre for any but scientific lectures, and for using the Town Hall for any but overflow lectures (except perhaps on theological subjects), will have disappeared.

..

In the August number of *Book News*, published in Philadelphia, Mr. Francis Churchill Williams writes a spirited reply to a letter recently contributed to these columns by a correspondent who charged the University Extension Movement with merely giving a smattering of knowledge. Mr. Williams vindicates the thoroughness of the instruction provided and the high standard of attainment reached, both in England and in America, by those students who fully avail themselves of the educational opportunities provided by the lectures and classes.

..

The American literature on University Extension deserves careful study in England. It is full of suggestive interest, and stimulating information. Local Committees would do well, for example, to subscribe to *University Extension*, the monthly magazine of the American Society for the Extension of University Teaching (Chestnut Street, Philadelphia), and to bring it under the notice of their students. Its price is a shilling a number.

..

University Extension is attracting considerable attention in Canada. In a leading article on the Oxford Summer Meeting, the *Montreal Gazette* regards the success of the plan of bringing the new element of a short period of residence into University Extension work as having 'transcended expectation.' The *Gazette* points out that the programme of the Oxford Meeting is wisely arranged in such a way as to encourage the students to undertake a systematic course of study, and maintains that the University Extension students 'receive a quickening impulse from the associations of Oxford which reinforce with magnetic power the lessons learnt in history, in letters, and in the domain of science.' In conclusion, the writer advocates the adoption of the University Extension System on a large scale in the Dominion. To any such attempt we heartily wish success.

..

It is understood that the establishment of University Extension Teaching in Cape Colony is being carefully considered in influential quarters. We hope to be able in some future number to give the outline of an interesting scheme which may be adopted.

..

Our readers may have seen abstracts of an important memorandum issued by Dr. R. D. Roberts on the possi-

bility of incorporating the University Extension System in the projected University for Wales. Himself a Welshman and an expert critic of all schemes for the popularisation of University Teaching, Dr. Roberts' proposals will receive careful attention from those who are concerned with the organisation of the proposed University. There can be no doubt, in the minds of those at any rate who watch the progress of educational effort in Great Britain, in the States and in our Colonies, that an increasingly important part will be played by University Extension methods in the educational organisations of the future.

..

We are very glad to state that a report of Canon Scott Holland's sermon, delivered at Christ Church during the Summer Meeting, appeared in the *Guardian* of September 22. The sermon preached by the Rev. W. Lock at All Saints' Church, Oxford, on August 9, has been issued in pamphlet form, and can be obtained from Messrs. Alden & Co., 35, Cornmarket, Oxford, price 6½d. post free.

..

Owing to Mr. Sells' work in connection with the Yorkshire College, he is unable, till further notice, to make engagements long beforehand, but, if free, could give short Courses within a moderate distance of Leeds.

## A COLLEGE IN EVERY TOWN.

THE following paper has recently been widely circulated among those who are interested in the provision of funds to encourage and enable local committees to arrange University Extension Teaching on a larger and more comprehensive scale:—

'At present the chief flaws in University Extension work are the want of sequence in the subjects of courses; the intermittent character of the influence of the teaching on the students; and, in the choice of studies, the sacrifice of the needs and wishes of advanced pupils to the constantly changing fancies of the public, on whose support the local organising committees are compelled very largely to rely.'

These defects are mainly due to want of money. Every year the local committees do something to remedy them, but, so long as University Extension Teaching chiefly depends on the sale of lecture-tickets to the general public, the local organisers will be more or less obliged to avoid those subjects which are not popular enough to pay their own way. Financial reasons thus strike out of the ordinary programme of University Extension Teaching such subjects as Ancient History, Classical and Foreign Literature, Logic, Philosophy, advanced Political Economy, Constitutional History, and Mathematics. Nor at present can the local organisers afford, except in special cases, to have teaching all the year round; they can only afford, say, two courses of twelve lectures—or even less—in a year. But this is not enough either for the student who is doing advanced work and needs constant help, or for the less promising pupil, who loses heart and zeal if the stimulus of the teacher and the influence of his fellow-students are suddenly removed at the end of the course, and not constantly maintained. It is very disappointing, too, for the best students to be compelled to take a different subject almost every Term, because the less cultivated part of the audience demands

incessant variety. Much has recently been done to arrange the courses in a more educational sequence, and there is clear proof that in each Centre a number of students desire such sequence. But they are too few in number—and are likely to remain too few—to be able to afford to carry out their wishes.

The aim of University Extension is to bring University teaching within the reach of persons who cannot themselves come up to the University. At present we have brought courses by University men within the reach of such persons, but we have not succeeded (or have only very rarely succeeded) in establishing a curriculum as thorough, progressive, and systematic as we are accustomed to find in a Local University College. All those who have seen the working of University Extension are agreed that the courses which have been already delivered have done a very great deal of good in awakening intellectual interests and in stimulating promising pupils to attempt serious study. But there remains a great deal more to be done. We have to carry on the work to a much higher point than it has been possible for it yet to reach. The ground has been broken, public interest has been aroused, in each of three hundred towns a nucleus of students has been formed. The next step should be to help the real students, while still maintaining the courses which have already succeeded in making so many real students out of loungers or idlers.

There are probably, in any town of twenty thousand inhabitants, at any one time, about fifty or sixty young people who by one cause or another are debarred from University life, but would like to make a serious study of one or more subjects under the guidance of University teachers. That is to say, if there were weekly lectures in History, Literature, Classics, Mathematics, and Natural Science, about ten students would undertake a systematic course of reading in each subject, and would persevere in it for two or three years. At present, in an ordinary town, these students are deprived of almost every opportunity of systematic study. There is no one with leisure to teach them—possibly no one is even competent to do so. There is no students' library for them to use; there is no building where they can meet and receive instruction. For such people as these, twelve or twenty-four lectures a year on various subjects are indeed better than nothing, but still utterly inadequate. The lectures may not be on the subject which they are studying. The lecturer may be able to give sympathy but not advice. And yet this small handful of people is worth taking trouble for. They are probably the pick of the town. In future years they will probably become its most influential inhabitants. It is very important therefore that, while young, they should be brought under the best possible influences, and not be stinted in educational opportunities. As it is, some of them lose heart and interest in intellectual matters, others drift off into dilettantism.

But a very small outlay would prevent this from happening. A small town can never afford a permanent professoriate, but it could easily manage to secure a share of the time of a staff of peripatetic teachers. Any town could provide systematic teaching on four days a week for forty weeks in the year for an annual outlay of £500. Four neighbouring towns, each subscribing this amount to a common purse, would have a joint income of £2000 for higher education. In each place £100 would be needed for rent of lecture-room, &c. £1600 would remain for the teachers' salaries. This would be ample to secure four men, each of whom would give four days a week (except during the usual vacations) to the co-

operating towns, visiting one in each week, and lecturing on each visit possibly to a small class of advanced students in the morning, to larger audiences in the afternoon, and, sometimes, to a popular audience at night. Four main branches of study could thus be sufficiently represented in a small town for a yearly outlay of £500.

But this amount is beyond the means of the fifty students who are at present to be found in such a town. Most of them are young, many of them poor, and £10 a piece is more than they could afford. £200 probably could be raised, either by students' fees or local subscriptions. The County Council would probably give £100—if the new fund, available at present for scientific education, is renewed. There remains a yearly deficiency of £200.

A scheme has been prepared which suggests the provision of this sum out of the Treasury grant, which is at present voted by Parliament to the Local Colleges. That grant was given in 1888 as a subsidy to the new and poorer foundations which aim at providing University teaching. The grant was made for five years, and in 1893 the question of its renewal and increase will come up for settlement.

It is not suggested that money should be taken away from the Local Colleges and given to University Extension Centres, but that, while the subsidy to the former is continued, the total grant should be increased in order to help University Extension Centres as well. It is not proposed that part of the Local College Grant should be voted to start short courses of lectures here and there, but that help should be given to the University Extension system wherever it will seriously undertake to discharge the functions of a Local College in a small town\*. There are a number of towns where the local organisers are fully prepared to make a vigorous and sustained effort to provide, through the University Extension system, the equivalent of a small Local College. Money difficulties alone stand in the way. The offer of a Treasury grant on liberal conditions would remove these difficulties, and enable the inhabitants of the smaller towns to receive advantage from the Local College Grant, to which as taxpayers they already contribute their quota.

There is some danger that the County Council grants, which may only be spent on science, will crowd out literary and historical teaching by practically bribing the local organisers to choose scientific courses. The offer of a Treasury grant, applicable to literary, historical, mathematical, or scientific teaching alike, would remove the dangers of lop-sided endowment.

The gravest objections urged against State aid to University Extension are that it would relax local effort and hamper freedom of organisation and development. In the preparation of a scheme these dangers must be kept clearly in view, and its details so designed as to protect the liberty of the students and local committees, but at the same time only to furnish State help to those local organisers who are prepared vigorously to help themselves.

M. E. S.

\* Since this was written, it has been agreed to suggest that a portion of the grant should be given to the District Federations of Centres in order to encourage the missionary side of University Extension Teaching in smaller towns or villages, and in poor neighbourhoods.

## MUNIFICENT DONATION TO UNIVERSITY EXTENSION.

WE have great pleasure in stating that Mr. Thomas D. Galpin, of the firm of Messrs. Cassell & Co. Limited, has munificently offered to the Dorset County Council the sum of £1000, to be invested for the purpose of providing scholarships to send natives of Dorset to the Summer Meetings of Oxford and Cambridge. The Scholarships will be awarded to the writers of the best essays, and it is proposed that the examinations should be conducted by the University Extension Committee of the Oxford Delegates of Local Examinations. The Scholarships are to be awarded without distinction of sex, or any political, sectarian or social distinction whatever.

## CONCERNING THE CENTRES.

BAKEWELL.—The Students' Association is already in active preparation for Mr. Hudson Shaw's Lectures on 'The Age of Elizabeth.' A Summer Library has been in circulation since July, and the first Meeting will be held on Oct. 1st, when the following papers will be read:—*a.* 'A Sketch of Europe and its Rulers at the time of the accession of Queen Elizabeth'; *b.* 'Queen Elizabeth—a study.' By the joint efforts of the General Committee and the Committees of the 'Students' Association' and the Science and Art Classes, a Students' Room has been secured, in which a duplicate copy of each book in the Travelling Library has been placed. It is hoped that this arrangement will enable Students to obtain the necessary information for writing their papers, without limiting the circulation of the rest of the books. No grant can be obtained from the Derbyshire County Council for the present historical Course of Lectures, but University Extension Students are to be admitted half-price to a Course of Agricultural Lectures which has been organized by the County Council in connection with the Science and Art Classes.

## LETTERS TO THE EDITOR.

### Conference on State Aid.

SIR,—The report in your September issue of the speech which I made at the Conference on State Aid on August 6 completely misrepresents what I said. I pointed out that the policy sketched in the paper laid before the meeting in London on June 5 was that of asking for aid for strong Centres, not for weak; that this policy was still advocated (as his opening speech at the Conference shewed) by Mr. Mackinder, and presumably by those most closely associated with him. So far from expressing approval of it, I urged that it was far more important to devise some plan for obtaining State aid to strengthen weak Centres and establish new ones in small places.

That the mistake in the *Gazette* was not wholly due to the obscurity with which I expressed myself is shewn by the facts that Mr. Mackinder at once rose to answer what I had said, and that the report in the September number of the *University Extension Journal* was correct.

Yours faithfully,  
ARTHUR BERRY.

King's College, Cambridge.

Sept. 4.

[We regret that our reporter misunderstood Mr. Berry's meaning. We agree with Mr. Berry that both the highly organised Centres and the struggling Centres deserve help. The scheme adopted at the State-aid meeting in London would, in our judgment, secure a reasonable amount of aid for each class of Centre. At the same time great care must be taken to prevent public money from being needlessly frittered away on casually organised courses of lectures, the cost of which energetic canvassers could, if necessary, cover by voluntary contributions raised in the locality. It is not desirable to supersede local effort by State help, but to use the latter in such a way as to encourage existing

local efforts, and to call it forth on a larger scale than before. For these reasons we think that the highly organised Centres have the *first* claim on public money, believing that public aid can be given to them with the least risk of unwise expenditure, and with the greatest certainty of good results.—ED *Oxf. Univ. Ext. Gazette.*]

## A Floating Students' Library.

DEAR SIR,—Miss Livett's request to Local Secretaries in the September issue of the *Gazette* suggests a plan for partially meeting the increasing demand for books.

Of course the ultimate ideal is to have a fixed Students' Library in every Centre, but that being at present unattainable for most of us, it might be worth while to have a floating one. In most Centres, I imagine, it would be possible to raise (either from the funds or by subscription) the sum necessary to purchase a set of books on a given subject, similar to the libraries sent out from Oxford. The books should be chosen in the first place for the use of local students, and when no longer needed lent to another Centre, which would of course pay cost of carriage and any other incidental expenses. If the books were properly labelled and provided with a case (similar to those sent out by the Delegacy, only not brown) painted with the name of the Centre or Association, there could be little confusion or risk in the arrangement. An effort is being made in Ilkley to provide a Shakespeare library. If it succeeds, our books, when we have finished with them, will be at the service of any other Centre needing them. If a 'Library-Exchange Column' were established in a corner of the *Gazette*, would-be lenders and borrowers could be put into communication with each other. I believe an arrangement of this kind has been in existence for some time among the Devon Centres; but we have not all attained to the highly-developed internal organization in which Devonshire rejoices, and there seems to be no insuperable difficulty in gradually constituting ourselves members of one large informal book-club, so strengthening the spirit of mutual helpfulness, which is one of the main-springs of Extension work.

Yours faithfully,  
LUCY COOKE.

Summerfield, Ilkley.  
September 19.

P.S. Since I wrote the above a sum of nearly £10 has been raised in Ilkley (chiefly by subscription) for the purchase of a small Shakespeare library, and it is hoped that the books will be in the hands of the students at the beginning of October.

[We shall be glad to further in every way Miss Cooke's excellent suggestion. A 'Library-Exchange Column' will be opened in the November number of the *Gazette*. Communications for it should reach the Editor before Oct. 22.—ED.]

## MR. BADGER'S LECTURES ON PRACTICAL GEOLOGY.

[From a Correspondent.]

MR. BADGER'S class on practical Geology, with his excursions to those places of geological interest in the neighbourhood of Oxford, are likely to be long cherished in the memories of those students remaining to Part II of the Summer Meeting, who were fortunate enough to attend that class and accompany Mr. Badger on his excursions, as among the most enjoyable features of the Meeting. They certainly take high rank in Extension work. Though personally a stranger to most of the students, Mr. Badger immediately won their admiration, confidence, and affections by his bright geniality and uniform kindness. Possessing a thorough knowledge of his subject, commanding each point raised to yield its secret, as if touched by a magician's wand, and still a painstaking teacher, pausing to answer the most elemen-

tary questions, with patient endeavour to remove difficulties, and to smooth the path of the embryo geologist. In introducing his subject, Mr. Badger contented himself by stating, with lucid brevity, the fundamental principles of Geological Science, which paved the way to the statement that the two groups of rocks, the Palaeozoic and the Tertiary, were separated by a third group, the Mesozoic, with which they would have to deal in the course of his lectures. After stating the conditions in which the various middle-life formations were laid down, Mr. Badger proceeded to describe how the surrounding neighbourhood gradually assumed its present configuration of surface, of hill and dale, of plain and plateau. It was like a fairy tale: so full of absorbing interest. The mind was taken captive as evidences of old sea beaches were brought into court, denuding agents indicated, and the course of the great continental river, at the mouth of which the Portland and Purbeck beds were deposited, mapped out and described. So graphic was this description, that a student was allured into the observation that the name given by the British Celt to his particular locality had some etymological association with a broad river, a suggestion which recalled Mr. Badger's matter of fact explanation that, in the particular geological period they were then considering, the British Celt was *non est*.

Excursions followed each lecture, and various places in the neighbourhood were visited where the different strata were seen *in situ*. In this manner Mr. Badger led his students from the Lias up through the Oolites to the Chalk. The following table, with the various partings,

indicate the portion of the earth's crust thus traversed:

MESOZOIC	Chalk	Chalk
	Upper Greensand	Upper Greensand
	Gault	Gault
	Lower Greensand	Lower Greensand
Oolites	Upper	Purbeck Beds Portland Oolite Kimmeridge Clay
	Mid	Coral Rag Oxford Clay
	Lower	Cornbrash Forest Marble Bath Oolite Stonesfield Slate Inferior Oolite
	Lias	Upper Lias Marlstone Lower Lias

The delight of viewing the various strata *in situ* was much increased by the search for fossils. Many of the characteristic fossils of each formation were 'bagged'; among them were fine specimens of the Avicula, Ammonite, Cidaris, Cerithium, Lima, Ostrea, Pecten, Terebratula, Rhynconella, and a reptilian tooth. Nor was time wasted between 'crop' and 'cutting'; those of the party with a taste for Botany were busy with the flowers, while the rest for the most part discussed the beauties of the landscape. Altogether Mr. Badger's name will be associated with one of the most delightful experiences of the Summer Meeting of 1891.

A STUDENT.

## OXFORD UNIVERSITY EXTENSION AND TECHNICAL EDUCATION.

IT will be remembered that in the June and July numbers of the *Extension Gazette* there was described a scheme of courses of Extension Lectures adapted to aid County Councils in their new duties of giving Technical Instruction. In the larger towns various already existing Technical Institutes, and the excellent organisations under the auspices of South Kensington, form a sufficient basis for County Council work. But in the rural districts and in small towns where no nucleus exists there has been a

great demand for our peripatetic system. In Devonshire, Spring courses on 'Chemistry of Common Life' are being followed by the second course of an agricultural sequence—'Soils, Plants, and Animals,' and in new centres the first course is being given. In other counties the first course of the sequence is being given at many centres, and isolated courses on Geology, Electricity, Botany, Stock-management, and Insect Pests, will be in operation before this number is published.

### CONDENSED TABULAR LIST.

Lecturer.	Subject and number of Lectures.	Number of Courses.	Date.
Mr. SESSIONS ... ...	Farm Animals in Health and Disease (12)	12 fortnightly in Shropshire	Autumn & Spring.
Mr. BADGER ... ...	Geology (12) ... ...	6 weekly in Shropshire	Autumn.
Mr. ELFORD ... ...	Chemistry of Common Life (12) ...	6 weekly in Shropshire	"
Mr. NIBLETT ... ...	Chemistry of Common Life (12) ...	6 weekly in Shropshire	"
Mr. THOMAS ... ...	Insect Pests (6) ... ...	4 weekly in Shropshire	"
Mr. MCPHERSON ... ...	Botany (12) ... ...	6 weekly in Shropshire	"
Mr. PULLINGER ... ...	Soils, Plants and Animals (12) ...	7 weekly in Devonshire	"
Mr. BURCH ... ...	Chemistry of Common Life (12) ...	6 weekly in Devonshire	"
Mr. MOYLE ... ...	Chemistry of Common Life (12) ...	10 fortnightly in Somerset	Autumn & Spring.
Mr. BUCKHURST ... ...	Chemistry of Common Life (12) ...	10 fortnightly in Somerset	"
Mr. COUSINS ... ...	Chemistry of Common Life (12) ...	10 fortnightly in Kent	"
Dr. LEGGE ... ...	Chemistry of Common Life (6) ...	10 fortnightly in Kent	"
Mr. HALL ... ...	Chemistry of Common Life (12) ...	6 weekly in Surrey	"
Dr. LORRAIN SMITH ...	Chemistry of Common Life (12) ...	5 weekly in Surrey	"
Mr. DUNSTAN " ... ...	Physiology (12) ... ...	1 weekly in Surrey	"
Mr. GORDON ... ...	Chemistry of Common Life (12) ...	6 weekly in Notts.	"
Mr. MARSH ... ...	Electricity (12) ... ...	Southend ...	"
Mr. HICHENS ... ...	{ Chemistry of Common Life (12)	8 Centres in Oxfordshire to be arranged	Autumn & Spring.
Mr. CHALMERS MITCHELL ...	Hygiene (8) ... ... ...	Boscombe	"

Full details will be published in the next *Gazette*.

## SUMMER MEETING ADDRESS.

THE following address has been signed by six hundred students attending the recent Summer Meeting:—

*To the Rev. THE VICE-CHANCELLOR of the University of Oxford.*

SIR,—We, the undersigned, being present at the Fourth Summer Meeting of University Extension Students held in Oxford, wish respectfully to thank you and, through you, the several University authorities and officials, especially the University Extension Committee of the Delegates of Local Examinations, the Curators of the Schools, the Delegates of the Museum, the Curators of the Theatre, the Curators of the Taylor Institution, the Librarian and Sub-Librarians of the Bodleian Library, Radcliffe's Librarian, the Keeper of the Museum, and many others, for your kindness in again enabling us to reside in Oxford for a short period of study.

We feel that the lectures, especially since their arrangement in a progressive sequence extending over four years, are stimulating a very large proportion of those attending the meeting to subsequent and systematic study.

We also venture to add that it is our profound conviction, based on our experience in our several localities, that the establishment of these Summer Meetings in conjunction with the other University Extension work of the Delegates of Local Examinations, is daily strengthening the bond of affection between the University and the country at large.

[Here follow six hundred signatures.]

## SCHOLARSHIPS FOR 1892.

THE following donors have expressed to the Delegates their desire to offer Scholarships for competition in 1892.

The Marquis of Ripon, K.G.	£50	0	0
J. G. Talbot, Esq., M.P.	10	0	0
M. E. Sadler, Esq.	10	0	0
Rev. W. Warner, Censor of Christ Church	5	0	0
Rev. E. Massie (Grange)	5	0	0
Arthur Bailey, Esq., Pembroke College	10	0	0
W. H. H. (Ambleside)	5	0	0

The conditions of the competition will be announced later.

## Oxford University Extension Calendar of Examination Results.

### II. Lent Term, 1891.

(Continued from the September number.)

#### TAUNTON.

Six Lectures on The History of Florence, by Lord MORPETH, B.A. Examiner:—Mr. A. L. SMITH, M.A.

Distinguished.—B. Masey (prize); J. D. Clarke.

#### TUNBRIDGE WELLS (Afternoon).

Ten Lectures on Europe since Waterloo, by Mr. J. A. R. MARRIOTT, M.A. Examiner:—Mr. R. LODGE, M.A.  
Distinguished.—K. M. Carruthers (prize); J. Stirling.  
Passed.—M. E. Bailey; B. S. Causton; E. L. Chater; F. M. Dewé; C. H. V. Fox-Boxer; R. E. Fyson; M. B. Gover; A. J. M. Grisdale; M. E. Hodgson; S. M. Holman; M. M. Jebb; E. F. Jones; H. M. Sandell; F. A. Sutherland.

#### TUNBRIDGE WELLS (Evening).

Ten Lectures on Great English Statesmen, by Mr. J. A. R. MARRIOTT, M.A. Examiner:—Rev. A. H. JOHNSON, M.A.  
Distinguished.—M. G. Talbot (prize).  
Passed.—P. A. Grover; S. C. Grover; H. Prigg.

#### VENTNOR.

Twelve Lectures on Physiography, by Mr. H. J. MACKINDER, M.A., F.R.G.S. Examiner:—Mr. H. W. BATES, F.R.S.  
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### III. Trinity Term, 1891.

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## ARRANGEMENTS FOR 1891-92.

Autumn, 1891.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
PRESTWICH (evening) ...	6	Social Reformers ...	Rev. W. H. SHAW, M.A.	Sept. 28	Dec. 7
THORNTON (evening) ...	6	Social Reformers ...	"	Oct. 9	Dec. 18
BIRMINGHAM (evening) ...	6	Social Reformers ...	"	Sept. 21	Dec. 15
EDGBASTON (afternoon) ...	12	Age of Elizabeth ...	"	Sept. 21	Dec. 15
BAKEWELL (evening) ...	6	Age of Elizabeth ...	"	Oct. 8	Dec. 17
RUGBY (evening) ...	12	Age of Elizabeth ...	"	Oct. 7	Dec. 16
RUGBY (afternoon) ...	6	Venice ...	"	Oct. 8	Dec. 17
CHESTER (afternoon) ...	6	Venice ...	"	Sept. 29	Dec. 8
ALTRINCHAM (evening) ...	6	Venice ...	"	Sept. 29	Dec. 8
ALDERLEY EDGE (afternoon) ...	6	Venice ...	"	Sept. 30	Dec. 9
HALIFAX (evening) ...	6	Venice ...	"	Oct. 1	Dec. 10
COCKERMOUTH (evening) ...	6	Venice ...	"	Oct. 5	Dec. 14
CARLISLE (afternoon) ...	6	Venice ...	"	Oct. 5	Dec. 14
OLDHAM (evening) ...	12	Florence ...	"	Sept. 30	Dec. 9
STAFFORD (afternoon) ...	6	Florence ...	"	Oct. 7	Dec. 16
KEIGHLEY (evening) ...	6	Puritan Revolution ...	"	Oct. 2	Dec. 11
RUGBY SCHOOL (morning) ...	6	Puritan Revolution ...	"	Oct. 8	Dec. 17
BRIGHTON (private course, mng.)	12	Geography ...	H. J. MACKINDER, M.A.	Sept. 30	
STOURBRIDGE (evening) ...	6	Physiography ...	"	Oct. 2	Dec. 11
CLEVEDON (evening) ...	6	Making of Nations ...	"	Oct. 9	Dec. 18
SWINDON (afternoon) ...	6	Making of Nations ...	"	Oct. 8	Dec. 17
SWINDON (evening) ...	6	Making of Nations ...	"	Oct. 8	Dec. 17
KIDDERMINSTER (afternoon) ...	6	Great Commercial Cities of History	"	Oct. 2	Dec. 11
STAFFORD (evening) ...	6	Geography ...	"	Oct. 1	Dec. 10
HEBDEN BRIDGE (evening) ...	6	Physiography ...	"	Oct. 10	Dec. 5
WELLINGTON (afternoon) ...	6	Europe since Waterloo ...	J. A. R. MARRIOTT, M.A.	Sept. 29	Dec. 8
SHREWSBURY (evening) ...	12	English Novelists ...	"	Sept. 29	Dec. 8
BOURNEMOUTH (morning) ...	12	English Novelists ...	"	Oct. 9	Dec. 18
BOURNEMOUTH (evening) ...	12	Age of Anne ...	"	Oct. 8	Dec. 17
LEDBURY (morning) ...	6	Irish History ...	"	Oct. 2	Dec. 11
SOUTHBOURNE (private course) (morning)	12	Irish History and English Colonies	"	Oct. 8	Dec. 17
NEWPORT, I. W. (evening) ...	12	The Stuarts ...	"	Oct. 7	Dec. 16
RYDE (afternoon) ...	12	English Colonies ...	"	Oct. 6	Dec. 15
VENTNOR (afternoon) ...	12	English Colonies ...	"	Oct. 7	Dec. 16
LUDLOW (evening) ...	6	English Colonies ...	"	Sept. 30	Dec. 22
BATH (evening) ...	6	English Colonies ...	"	Oct. 1	Dec. 10
BATH (afternoon) ...	6	English Colonies ...	"	Oct. 1	Dec. 10
ROSS (afternoon) ...	6	The Stuarts ...	"	Oct. 2	Dec. 11
READING (afternoon) ...	6	Shakespeare ...	J. CHURTON COLLINS, M.A.	Sept. 26	Dec. 5
BRADFORD (evening) ...	6	Prose Writers of Victorian Era ...	Rev. C. G. LANG, M.A.	Oct. 15	Nov. 19
HUDDERSFIELD (evening) ...	12	Tudor Period ...	"	Oct. 7	Dec. 16
NEWBURY (afternoon) ...	6	The Tudors ...	C. E. MALLETT, B.A.	Oct. 6	Dec. 15
PETERBOROUGH (evening) ...	6	French Revolution ...	"	Oct. 9	Dec. 18
SOUTHAMPTON (evening) ...	6	The Stuarts ...	"	Oct. 5	Dec. 14
SOUTHEND (evening) ...	6	The Stuarts ...	"	Oct. 12	Dec. 21
DOVER (afternoon) ...	6	Prose Writers ...	"	Oct. 14	Dec. 23
MARGATE (evening) ...	12	England in the 18th century ...	"	Oct. 2	Dec. 11
RAMSGATE (afternoon) ...	12	England in the 18th century ...	"	Oct. 3	Dec. 12
SANDWICH (evening) ...	12	French Revolution ...	"	Oct. 13	Dec. 22
STAMFORD (evening) ...	6	The Tudors ...	"	Oct. 1	Dec. 17
WALLASEY (evening) ...	6	Wolsey to Strafford ...	"	Oct. 7	Dec. 16
OTLEY (evening) ...	6	Shakespeare ...	F. S. BOAS, M.A.	Sept. 24	Dec. 3
ILKLEY (afternoon) ...	12	Shakespeare ...	"	Sept. 24	Dec. 10
RIPPON (afternoon) ...	6	Shakespeare ...	"	Sept. 25	Not fixed
RIPPON (evening) ...	6	Shakespeare ...	"	Sept. 25	Not fixed
RAWTENSTALL (evening) ...	12	Shakespeare ...	"	Sept. 30	Dec. 10
BASINGSTOKE (evening) ...	6	Shakespeare ...	"	Oct. 6	Dec. 15
READING (evening) ...	12	Victorian Poets ...	"	Sept. 28	Dec. 14
RHYL (evening) ...	6	Shakespeare ...	Rev. Dr. BAILEY	Oct. 1	Dec. 10
BURY (evening) ...	6	Shakespeare ...	"	Oct. 2	Dec. 11
MATLOCK (afternoon) ...	6	Great Schools of Art ...	W. G. COLLINGWOOD, M.A.	Oct. 6	Dec. 15
ROCHESTER (evening) ...	6	Commerce, Colonization, & Empire	K. D. COTES, M.A.	Oct. 1	Dec. 10
ROMSEY (afternoon) ...	6	Commerce and Art ...	"	Not fixed	Not fixed
ALDERSHOT (evening) ...	6	Trade, Adventure, & Discovery ...	"	Oct. 19	Nov. 23
TRURO (evening) ...	6	Problems of Poverty ...	J. A. HOESON, M.A.	Sept. 28	Nov. 2
ST. AUSTELL (evening) ...	6	Problems of Poverty ...	"	Oct. 1	Nov. 5
REDRUTH (evening) ...	6	Problems of Poverty ...	"	Sept. 30	Nov. 4
FALMOUTH (evening) ...	6	Problems of Poverty ...	"	Sept. 29	Nov. 3
CAMBORNE (evening) ...	6	Problems of Poverty ...	"	Oct. 2	Nov. 6
PENZANCE (afternoon) ...	6	Problems of Poverty ...	"	Oct. 2	Nov. 6
STONE (evening) ...	6	Great Novelists of the 19th century	"	Nov. 13	Dec. 18
AMBLESIDE (evening) ...	6	Great Novelists of the 19th century	E. L. S. HORSBURGH, B.A.	Sept. 29	Dec. 8
REIGATE (afternoon) ...	6	The Growth of Parliament ...	"	Oct. 6	Dec. 15
GODALMING (evening) ...	6	Literature of the 18th century ...	"	Oct. 6	Dec. 15
		French Revolution ...	"	Oct. 6	Dec. 15

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
BEDFORD (afternoon) ...	6	French Revolution ...	E. L. S. HORSBURGH, B.A.	Oct. 5	Dec. 14
GLoucester (evening) ...	6	French Revolution ...	" "	Oct. 12	Not fixed.
GRAVESEND (evening) ...	12	Victorian Writers ...	E. H. SPENDER, B.A.	Oct. 5	Dec. 14
TUNBRIDGE WELLS (afternoon)	10	Victorian Writers ...	" "	Oct. 13	Dec. 15
CHELTENHAM (afternoon) ...	6	Victorian Writers ...	" "	Oct. 14	Nov. 18
WEYMOUTH (afternoon) ...	6	Architecture ...	Rev. G. H. WEST, D.D.	Sept. 30	Dec. 9
STONE (evening) ...	6	Australia ...	W. B. WORSFOLD, M.A.	Oct. 2	Nov. 6
MALVERN (afternoon) ...	12	Outlines of Geology ...	C. CARUS-WILSON, F.G.S.	Oct. 7	Dec. 16
MALVERN (evening) P. ...	12	Outlines of Geology ...	" "	Oct. 7	Dec. 16
BRIDPORT (evening) ...	12	Outlines of Geology ...	" "	Oct. 13	Dec. 15
BRIGHTON (evening) ...	8	The Crust of the Earth	" "	Oct. 8	Nov. 26
WELLS (evening) ...	6	Physiography ...	" "	Oct. 6	Dec. 14
TORQUAY (afternoon) ...	12	Descent of Man ...	P. CHALMERS MITCHELL, M.A.	Oct. 1	Dec. 17
TORQUAY (evening) ...	12	Descent of Man ...	" "	Oct. 1	Dec. 17
NEWPORT, MON. (evening) ...	12	Electricity ...	V. P. SELLS, M.A.	Oct. 2	Dec. 18
LEAMINGTON (afternoon) ...	6	Physiology ...	L. HILL, M.B.	Sept. 25	Dec. 4
LEAMINGTON (evening) ...	6	Hygiene ...	" "	Sept. 25	Dec. 4
RYDE (evening) ...	12	Hygiene ...	C. H. WADE, M.A.	Oct. 1	Dec. 10
GARSTANG (evening) ...	6	Physiography ...	H. R. MILL, D.Sc.	Sept. 29	Dec. 8
GRANGE (evening) ...	6	Physiography ...	" "	Sept. 30	Dec. 9
PENRITH (evening) ...	12	Physiography ...	" "	Oct. 1	Dec. 10
MAIDENHEAD (evening) ...	6	Physiography ...	E. PRITCHARD, B.A.	Oct. 8	Dec. 17
WINSLOW (evening) ...	6	Chemistry of Nature	Prof. FORSTER MORLEY, M.A.	Oct. 5	Dec. 14
LOUTH (evening) ...	6	Astronomy ...	W. E. PLUMMER, M.A.	Sept. 21	Nov. 30

*Spring, 1892.*

GRANGE (afternoon) ...	6	Puritan Revolution ...	Rev. W. H. SHAW, M.A.	Jan. 18	Mar. 28
WHITEHAVEN (evening) ...	6	Puritan Revolution ...	" "	Jan. 21	Mar. 31
*EDGBASTON (afternoon) ...	12	Puritan Revolution ...	" "	Jan. 20	Mar. 30
*RUGBY (evening) ...	12	Puritan Revolution ...	" "	Jan. 20	Mar. 30
RHYL (evening) ...	6	Venice ...	" "	Jan. 12	Mar. 22
PENDLETON (evening) ...	6	Venice ...	" "	Jan. 14	Mar. 24
ANCOATS (evening) ...	6	Venice ...	" "	Jan. 13	Mar. 23
KEIGHLEY (evening) ...	6	Venice ...	" "	Jan. 18	Mar. 28
RUNCORN (evening) ...	6	Not fixed ...	" "	Jan. 11	Mar. 21
DEWSBURY (evening) ...	6	Social Reformers ...	" "	Jan. 19	Mar. 29
SKIPTON (evening) ...	6	Physiography ...	H. J. MACKINDER, M.A.	Jan. 22	Feb. 26
BRADFORD (evening) ...	6	Physiography ...	" "	Jan. 21	Feb. 25
*HEBBED BRIDGE (evening) ...	6	Physiography ...	" "	Jan. 20	Feb. 17
*BOURNEMOUTH (morning) ...	12	Not fixed ...	J. A. R. MARRIOTT, M.A.	Jan. 22	Apr. 1
*BOURNEMOUTH (evening) ...	12	England in the 18th Century	" "	Jan. 21	Mar. 31
*SHREWSBURY (evening) ...	12	English Novelists ...	" "	Jan. 12	Mar. 22
KNUTSFORD (afternoon) ...	6	English Novelists ...	" "	Jan. 13	Mar. 23
*NEWPORT, I. W. (evening) ...	12	The Stuarts ...	" "	Jan. 20	Mar. 30
*RYDE (afternoon) ...	12	English Colonies ...	" "	Jan. 19	Mar. 29
*VENTNOR (afternoon) ...	12	The English in India ...	" "	Jan. 20	Mar. 30
BANBURY (evening) ...	6	Europe since Waterloo ...	" "	Jan. 15	Mar. 25
*SOUTHBOURNE (private course) (morning)	12	English Colonies ...	" "	Jan. 21	Mar. 31
FRODSHAM (evening) ...	6	Not fixed ...	" "	Jan. 14	Mar. 24
CHESTER (afternoon) ...	6	Not fixed ...	" "	Jan. 14	Mar. 24
CHESTER (evening) ...	6	Not fixed ...	" "	Jan. 13	Mar. 23
*HUDDERSFIELD (evening) ...	12	Tudor Period ...	Rev. C. G. LANG, M.A.	Jan. 27	Apr. 6
DOVER (afternoon) ...	6	English Colonies ...	C. E. MALLET, B.A.	Jan. 27	Apr. 6
*MARGATE (evening) ...	12	England in the 18th Century	" "	Jan. 29	Apr. 8
*RAMSGATE (afternoon) ...	12	England in the 18th Century	" "	Jan. 30	Apr. 9
*SANDWICH (evening) ...	12	Not fixed ...	" "	Jan. 26	Apr. 5
WARRINGTON (afternoon) ...	6	Shakespeare ...	F. S. BOAS, M.A.	Jan. 26	Apr. 5
*RAWENTSTALL (evening) ...	12	Shakespeare ...	" "	Jan. 27	Apr. 6
KIDDERMINSTER (afternoon) ...	6	Chaucer and Spenser ...	" "	Jan. 29	Apr. 8
ABERGAVENNY (afternoon) ...	6	Series of Shakespeare's Plays	R. W. BOND, M.A.	Jan. 30	Apr. 9
+HALIFAX (evening) ...	6	Venetian Art ...	W. G. COLLINGWOOD, M.A.	Jan. 21	Mar. 31
+RUGBY (afternoon) ...	6	Venetian Art ...	" "	Jan. 22	Apr. 1
*GRAVESEND (evening) ...	12	Victorian Writers ...	E. H. SPENDER, B.A.	Jan. 25	Apr. 4
BATH (afternoon) P. ...	6	Not fixed ...	C. CARUS-WILSON, F.G.S.	Jan. 28	Apr. 7
BATH (evening) ...	6	Outlines of Geology ...	" "	Jan. 28	Apr. 7
*BRIDPORT (evening) ...	12	Outlines of Geology ...	" "	Jan. 26	Apr. 5
*MALVERN (afternoon) ...	12	Outlines of Geology ...	" "	Jan. 13	Mar. 23
*MALVERN (evening) P. ...	12	Outlines of Geology ...	" "	Jan. 13	Mar. 23
ILKLEY (evening) ...	6	Outlines of Geology ...	" "	Jan. 21	Mar. 31
*RYDE (evening) ...	12	Hygiene ...	C. H. WADE, M.A.	Jan. 14	Mar. 24
*PENRITH (evening) ...	12	Physiography ...	H. R. MILL, D.Sc.	Jan. 21	Mar. 31
KESWICK (evening) ...	6	Physiography ...	" "	Jan. 18	Mar. 28
NANTWICH (afternoon) ...	6	Victorian Poets ...	E. K. CHAMBERS, B.A.	Jan. 28	Apr. 7

\* Continued from Autumn 1891.

† Continuation of Mr. Shaw's Autumn Course.

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A MONTHLY RECORD AND MAGAZINE DESIGNED TO FURTHER THE AIMS  
OF  
UNIVERSITY EXTENSION IN ENGLAND AND WALES

## CONTENTS

Notes on the Work	Scholarships and Prizes
The Economic Revolutions of the 16th and 19th centuries	A Summer School of Theology in Oxford
How It Strikes a Contemporary	Shrinking Dividends and Higher Education
Culture and Business Training	Proposed Formation of a Midland District Federation
Northumberland Miners and University Ex- tension	Oxford University Extension Lecturers' Reserve Fund
University Extension in Rhode Island	Students' Associations. Notice
Scheme for a Citizens' College in a large Town	Arrangements for Spring
Letters to the Editor	Books on our Table
Concerning the Centres	Second list of Magazine Articles, etc., on University Extension
Kicking over the Traces	Prize Essay Competition, March
Making Next Winter's Plans	Result of January Prize Essay Competition
A Federation of the Future	

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# OXFORD UNIVERSITY



## EXTENSION GAZETTE.

VOL. II. No. 18.]

MARCH, 1892.

[ONE PENNY.

\* \* \* Inquiries for Oxford University Extension Courses should be addressed to the Secretary, University Extension Office, Examination Schools, Oxford. He will send, on application, the list of lecturers and scale of fees. The Lecturers' Programmes, etc., for 1892-93 are at Press, and will be published about March 15.

### NOTES ON THE WORK.

The Oxford University Extension system has doubled in size since last summer. In the year ending August 31, 1891, 192 courses were delivered under the supervision of the Delegates. During the present winter 394 courses are being given. The increase, which is almost wholly in scientific courses, is chiefly due to the County Council grants.

. . .

Since the Oxford Delegates recommenced their work in 1885, 1018 courses of lectures have been delivered under their supervision, and it is estimated that 100,000 persons have attended these lectures.

. . .

Mr. Hudson Shaw will be lecturing in America during the whole of the Spring session 1893. He will only be able to lecture on Monday, Tuesday and Wednesday, during next autumn. Requests for his courses should therefore, in every case, be accompanied by two or three supplementary invitations for other lecturers.

. . .

In view of possible grants from Government, any step tending to make Local University Extension committees more representative is to be welcomed. There is a steady movement in this direction, and the precedent set by Exeter is likely to be long remembered. Recently a similar policy has been adopted at Ilkley, where the local (evening course) committee now includes four representatives appointed respectively by the Ilkley Grammar School Governors, the School Board, the Ilkley Local Board of Health, and the School of Art. We do not wish to municipalise University Extension, but University Extension organisers should make themselves representative of their municipality.

. . .

The lantern is not the only method of illustration. Mr. C. R. Ashbee has just issued, as a supplement to his syllabus on Design, a well-considered little collection of drawings illustrating his lectures. Much more remains to be done in the matter of illustration as an accompaniment to the syllabus. Why, for instance, should not some publisher bring out a handy portfolio of autotypes illustrating lectures on Venice or Florence or the Elizabethan age? The series would be popular at the next Oxford Summer Meeting. Copies of Mr. Ashbee's book of illustrations can be obtained from the Secretary, Guild and School of Handicraft, Essex House, Mile End, London, E., price 1s. 2d., post free.

. . .

Among other donations to the Lecturers' Reserve Fund, one has been received from the Students' Association at Altringham, a society to which the friends of University Extension in that centre will wish continued success. The permanent welfare of University Extension depends in large measure on the energy and influence of these associations of students, and it is expedient that they should be in every way encouraged and consulted by the local committees.

A working-man, writing to us from the north of England, says, 'We are hoping and working that we may get our Co-operative Society, which already is liberal in educational matters, into connection with the great University Extension movement that has been of such vast benefit to some of us.' He adds that he has managed 'to induce his Society to educate its members by placing some small amount of Extension literature on its reading-room tables.' The University may feel just pride in the fact that a little group of artisans in a remote town in a moorland district of Lancashire are labouring, unasked, to interest their fellows in the further diffusion of the teaching which the University supplies. But it is rather with feelings of gratitude than of pride that loyal sons of Oxford and Cambridge will endeavour to realise what an unlooked-for opportunity of wider service to England has thus been given to her national Universities.

. . .

To the *Nineteenth Century* for February, Mr. Churton Collins contributes an eloquent article on 'The Ideal University,' which deals incidentally with the present position and future usefulness of University Extension. 'The movement,' he writes, 'is still only in its infancy. There is everything to justify the belief that its progress during the next few years will be on the same scale as its progress during the last few years, and that at no great distance of time every town and every considerable village in the country, from Berwick to Penzance and from Monmouth to Hull, will be linked with the Universities, and will be receiving instruction of an academic standard from academic teachers.' For our own part, we see reason to hope that, however wide may be the territory over which the system has yet to spread, the chief advance in the early future will be in the direction of the deepening of studies, in the strengthening of existing centres, and in the provision of orderly and well-considered sequences of study. That Mr. Churton Collins would concur in this view there is no question, and he draws special attention to the fact that 'the work has grown, not in extent and popularity only, but in seriousness and solidity.... That the lectures are "merely popular" is a misrepresentation which may be easily corrected by an appeal to the report of the examiners in the various subjects. That lectures on Dante have been followed by classes for the study of Italian, and lectures on Homer by classes for the study of Greek, is at once an illustration of the ends at which these lectures aim, and the energy and intelligence of the students to whom they are addressed.'

. . .

A bricklayer, who attended during last autumn a course of Oxford University Extension Lectures at a centre in the south of England, has written to the lecturer, expressing his regret that he cannot finish the course owing to his being compelled to remove to Stockton-on-Tees in search of permanent employment. 'The lectures,' he writes, 'had a great educational value for me,' and he inquires about the Summer Meeting Lectures, with a view, if possible, to being present at them.

Mr. Horace G. Thomas, Hon. Sec. of the University Extension Committee which arranges the lectures delivered in the spacious hall of the Young Men's Christian Association at Philadelphia, records a gratifying experiment recently made at that centre. In continuation of twelve lectures on 'Higher Mathematics as applied to Mechanics,' delivered by Professor Crawley, the local committee invited Professor Spangler to give a course on 'The Strength of Materials.' Over one hundred artisans are attending these lectures. We also learn from Mr. Thomas that the Banks and Trust Companies of Philadelphia have asked for, and guaranteed the cost of, a course of lectures on Banking. The American Society for University Extension is to be congratulated on these arrangements.

Mr. and Mrs. Mackinder sail for America by the White Star line on March 2. We hope that their visit will be a pleasant one, and that it will strengthen the tie which already exists between the English and American branches of the University Extension System.

Mr. Melvil Dewey has recently issued, from the University Extension Department, Albany, N. Y., a bright and sensible pamphlet entitled *How to begin University Extension*. We hope to print extracts from this essay in a later number. In the meantime, local organisers would do well to send an order for ten shillings to Mr. Dewey, and ask him to send to them each of his circulars as they appear. They will get plenty of new notions for their money.

A full report of the National Conference on University Extension, held in Philadelphia last December, will shortly be published by the J. B. Lippincott Company, 715 Market Street, Philadelphia. The price of the octavo volume is to be one and a half dollars, post free.

The Hon. Wm. T. Harris, Commissioner of Education in the United States, in one of the Popular Education Documents entitled *What the Universities can do for the People*, says, 'All friends of a sounder education will bid God-speed to this movement for University Extension, and all will hope that through it the University standards of thinking and investigating will become known as ideals, and that, once well established, it will have the effect of increasing the percentage of youths who complete their education in the University itself.'

Under the title *Le Rôle Social des Universités*, Messrs. Armand Colin et Cie, of 5 Rue de Mézières, Paris, have republished, in a convenient form, M. Max Leclerc's articles on University Extension, to which we referred last month. Should M. Leclerc's vivid little book pass into the later editions, to which its accurate brevity entitles it, notes might well be inserted on page 16 to explain that there is no formal division of territory between the Oxford and Cambridge Extensions, and on page 60 to the effect that the two Universities give a practical proof of their sympathetic interest in the work by contributing an annual subsidy towards the expenses of their central offices.

The first annual report of the Melbourne University Extension Board has reached us, and contains some interesting information as to the establishment of the system. The Board congratulates itself upon a most gratifying and solid success, and by its means no less than 1382 persons, men and women, have, during four months, been brought under the systematic influence of University teaching. The cordial reception given to the lecturers, the success of the financial operations of the local centres (resulting in nearly all cases in a surplus, which is entirely at the disposal of the local committee), the expressed determination of the centres to repeat their efforts at the earliest opportunity, all mark the great appreciation evoked

by the movement. Among the lecturers are Professor Marshall Ward, Professor Jenks, Professor Tucker, Rev. E. H. Sugden, Dr. Dendy, and Mr. Arnold Tubbs.

By the death of the distinguished naturalist, Mr. H. W. Bates, F.R.S., University Extension loses a firm friend, and the Oxford branch of the work one of its most painstaking and judicious examiners.

The Sermon to the University Extension students on Sunday, July 31, will be preached by the Dean of Christ Church. The Dean has kindly given a Scholarship to enable a student to attend the Summer Meeting. The Bishop of Peterborough will preach on August 7. In its new programme the Ancoats Brotherhood, of which Mr. Charles Rowley of Manchester is the guiding spirit, announces that, as its 'eleventh ramble' for this season, it will visit Oxford for the Summer Meeting which begins on July 30.

One hundred and thirty-six pounds are offered in prizes and scholarships to aid students to attend the next Oxford Summer Meeting. Among the donors are the Marquis of Ripon, Mr. J. G. Talbot, M.P., and the Dean of Christ Church. The rules of the competition have been considerably changed this year, and the period of qualification extended to eighteen months. A number of prizes are also offered without any limitation as to the candidates' means. Full particulars can be obtained from the Secretary, University Extension Office, Examination Schools, Oxford.

The Delegates have appointed Miss Jane Harrison and Messrs. W. G. Collingwood and E. H. Spender staff-lecturers, and have promoted Messrs. A. B. Badger and Leonard Hill to the rank of ordinary lecturers.

Mr. F. S. Boas has been appointed by the Association for the Education of Women in Oxford to lecture this term on English Literature in the seventeenth century.

University Extension journalism began with the first issue of the *Oxford University Extension Memorandum of Arrangements*, etc., on June 30, 1889. After three issues this little paper, which appeared at irregular intervals, became the *Oxford University Extension Gazette*. We should be glad to pay threepence each for a few copies of the first issue of the *Memorandum*.

Our readers will thank us for calling their attention to an excellent piece of fooling about University Extension, which appeared in the *St. James' Gazette* for Jan. 23, 1892, under the title 'Strange Stories.' The V. B.

## THE ECONOMIC REVOLUTIONS OF THE 16th AND 19th CENTURIES.

PRIZE ESSAY, November Competition, 1891.

ALL thoughts of the England of our own day must be dismissed from our minds, when we consider the economic condition of the England of the sixteenth century. Population during the middle ages, and far into the reign of Elizabeth, had remained almost stationary at about two millions. The country was able not only to grow sufficient corn for its own wants, but to export large quantities to the continent. Home manufactures and foreign trade were in their infancy, and only began to grow rapidly as the century neared its close. Internal communications were of the most primitive kind. All these and many other matters, stand out in such marked contrast to the nineteenth century, that we may pass over them to dwell for a moment on three main features,—the origin and rapid growth of a pauper class, and its attendant evils; the control of labour by the state; and

the protective monopoly system, as applied to trade and commerce.

(1) In the fifteenth and preceding centuries modern 'poverty' was unknown. In the course of the sixteenth century, though the wealth of the country as a whole rapidly increased, the condition of the mass of the labouring population rapidly deteriorated, and a crushing legacy of pauperism and misery was bequeathed to after generations. An agrarian revolution lay at the root of this momentous change. So profitable had the export of wool become that everywhere the landowners were consolidating small arable farms into large sheep farms. Rents rapidly rose, and great numbers of the population were ruthlessly cut off from the land, which was their only source of support. The break-up of the great feudal households added to the ranks of the new class of destitute unemployed; and later, the dissolution of the religious houses by Henry VIII, still further augmented the now seething mass of social discontent. For it must be remembered, that the monasteries had administered a vast irregular system of charitable relief, which had amply sufficed to deal with what little poverty had existed in mediaeval England. The misgovernment of Henry's later years made bad worse. When the spoils of the monasteries were wasted, the possessions of all the craft gilds outside London were confiscated. These gilds had become very wealthy, and their wealth had been utilised to promote the welfare of the gild members, especially to provide for the relief of destitute and aged members. Though many of the gilds had become corrupt and less representative, and a large class of free-labourers had grown up unconnected with and competing against them, their ruthless despoilment was a fatal blow to the English labourer. For not only had the gilds by direct relief done much to obviate pauperism, but they had steadied labour by regulating prices and wages, and in every way had given to the labourer that strength and solidarity, which can only be secured by combined action. To crown his misdeeds, Henry, towards the close of his reign, debased the coinage; and this debasement was not remedied until the accession of Elizabeth. So great was it that at one time the currency in circulation was intrinsically worth only one-third of its face value. As always, the evils of this debasement fell heaviest upon the poorer classes. The price of the necessities of life rapidly trebled, whilst the wages of labour did not follow the rise. In the fifteenth century the artisan and peasant had been able to secure his principal necessities by the labour of fifteen to twenty weeks. At Elizabeth's accession, the labour of forty to sixty weeks was required to secure the same ends.

(2) Consequently it is not surprising, owing to the helplessness of labour to remedy its own diseases, and to the standing menace offered to the internal peace of the state by the new pauper class, that Elizabeth's reign should be remarkable for its exceptional labour legislation. From this time onward to the first quarter of the nineteenth century, the English labourer lost control of his own affairs, and was solely at the mercy of the executive government. State interference with labour problems was no new thing, but previously it had only been spasmodic and dealing with temporary evils. Disorganised labour and pauperism, were now permanent evils. In noticing the labour laws of the Tudor parliaments we must remember that the reason of their manifold shortcomings was economic ignorance rather than any feeling of direct hostility to the working-classes. From the days of Henry VII to Mary, many legislative attempts were made to check the agrarian revolution in progress; these proving futile, the only method statesmen could devise to deal with pauperism, was a vain attempt to stamp it out of existence. Elizabeth was the first to adopt more lenient and statesmanlike methods. The fifth year of her reign was marked by that famous statute which controlled and influenced the spirit of labour legislation for two centuries. The most important section of this all-embracing measure was that which directed the wages of all descriptions of labour to be fixed by local magistrates at quarter sessions. These fixed wages did not follow, as they doubtless otherwise would have done, that steady rise in the price of

commodities, which is so marked a feature of the time. So it is not surprising that, deprived of all power of combined action, or even of migration, the position of the labourer only grew worse, and that the closing years of the reign should witness that famous poor law, which directed each parish to maintain its own paupers, not by means of voluntary rates as heretofore, but by means of compulsory rates.

(3) It is strange to notice how closely the growth of poverty seems to be allied with the growth of manufactures. In Elizabeth's reign English manufactures, especially that of woollen goods, were rapidly growing, in consequence of the steady immigration of Flemish artisans caused by Spanish cruelties in the Netherlands. Even the North of England, which to this time had lagged behind the South in industrial development, began to show signs of activity. Foreign trade was still more rapidly growing; the religious disturbances in Flanders gave London the commercial supremacy of Europe, and the adventurous voyages of the Elizabethan seamen opened new channels of trade with the Western world, the far East, the Baltic, and even the White Sea. But all this growing manufacture and commerce was subject to that system of restriction which was the essence of mediaeval organisation, and which Elizabeth extended so widely. Freedom of competition was a thing undreamed of in the sixteenth century; and Elizabeth by the creation of innumerable monopolies effectually controlled the avenues of home manufacture and foreign trade. Although she pushed her monopoly system too far, endangering thereby her own popularity, the underlying idea of fostering a nascent trade and commerce was no doubt wise and necessary for the time, but is strangely inconsistent with the ideas of that nineteenth century economic revolution which we must now briefly consider.

Nineteenth century England, not purely agricultural, and utterly unable to provide within its own borders the food for its dense and ever-increasing population, is a vast complex industrial hive controlled by machinery and the factory system. No longer self-contained, but the centre of a world-wide empire, its interests are in every quarter of the globe and its systems of foreign and internal communication are of the most perfect type. From these and many other points of contrast we must turn, and confine ourselves to these three main features which characterise its economic revolution.—The steady improvement in the condition of the working classes, and the relative diminution of pauperism. The emancipation of labour. Free Trade.

(1) The sixteenth century opened auspiciously for the labourer and closed disastrously. The dawn of the nineteenth century on the other hand found the industrial classes at their lowest depth of misery, caused by a long series of bad harvests, long continental wars, and mistaken legislation totally disorganised by the industrial revolution of the eighteenth century. Yet as the century has progressed it has witnessed a steady improvement in every way in the worker's condition. Though dark blots may here and there appear, and much remains still to be done, these three facts alone mark the improvement,—wages have more than doubled, the price of commodities has fallen enormously, and the poor rate has steadily decreased since 1818.

(2) The century opened with English labour still subject to all the disabilities imposed by two and a half centuries of mischievous labour legislation. The main feature of the economic revolution of the nineteenth century has been the abolition of the system of state control of labour; and a return, by means of such associative agencies as Trade Unions and Co-operative Societies, to something like the earlier gild system by which the worker had a voice in matters affecting his own welfare. Before this could be accomplished the legislature had to undo the mistakes of the past, and repeal the many oppressive laws which had made combined action on the part of the workers impossible. State interference in the nineteenth century has had nothing to do with the reward of labour and the fixing of prices and wages, all this being determined by that system of free competition, which, in itself, so strikingly differentiates the nineteenth from the sixteenth cen-

tury. It has mainly been directed to securing the well-being of the workers, questions of sanitation, safety of working, and the protection of women and children.

(3) Space does not permit us to enlarge on the subject of Free Trade. Nor is it necessary, so strikingly does it contrast with that extreme protective system, the wide development of which was so characteristic of the sixteenth century.

In conclusion of this brief contrast of two widely different economic systems, we must be struck by the fact that whilst under one, State control of labour led steadily downward; in the other, freedom of labour has led steadily upward. At no time more than the present has a careful detailed study of this been necessary, for undoubtedly there is at the present time, a tendency on the part of a section of the English labour leaders, to revert to those principles, of State aid, regulation, and control, which failed so disastrously in the sixteenth century.

ALBERT BRITLAND (Matlock Centre).

## HOW IT STRIKES A CONTEMPORARY.

*An illustration of Euclid's 35th definition, set out for the guidance of the future historian of our times.*

'No institution in the world is so cunningly devised to excite the laughter of Paris as the system of University Extension . . . It is only the harmless hobby of the democratic don . . . University Extension, so far from being an exalted mission, is but a purely commercial plan of bringing home a cheap dilettantism to the "Lower Middle." With science and literature it has no concern; its lecturers are chosen—like so many Methodist preachers—because they know how to tickle the ears of the mob. Popularity, not erudition, insures their success. They have superseded the old-fashioned adventurer, once wont to hold penny-readings in town-halls or tin chapels. Their connection with their Universities is of the slenderest and their office brings more emolument than glory . . . The supreme endeavour of academic philanthropy must ever end in the harmless amusement of a mixed audience. . . . The system of Extension is a sop to the many-headed, administered without the sympathy of the majority of resident graduates.'—*National Observer*, Jan. 23, 1892.

'In any survey of the means and instruments for the encouragement of advanced instruction in London it is impossible to overlook the operations of what is generally called "University Extension." The scheme, which was started in Cambridge, and largely influenced by the enthusiasm of Professor Stuart, Dr. R. D. Roberts and the present Bishop of Durham, was mainly designed to furnish continuous courses of local lectures given by members of the University specially chosen for the purpose. The experiment has met with marked success. . . . There can be little doubt that this movement has proved to be wise and beneficent. . . . The Extension lectures have been eagerly welcomed not only in the great hives of industry, among miners and factory workers, but also in many small country towns where the ordinary course of tranquil pursuits and domestic duties has been usefully disturbed, and people have been awakened to the consciousness of a new set of intellectual interests. Dr. Roberts tells, in his evidence before the Royal Commission, of a working carpenter, who said, "It is six years since I first sat in this hall at the first course of University Extension Lectures, and I have attended all the courses since. I cannot tell how much I owe to them. They have worked a revolution in my life. I am able to take a broader view of questions and my interests are widened. My life is altogether brighter and happier." This carpenter was a good representative of hundreds of serious-minded people, engaged throughout the day in laborious employment, whose intellectual horizon has been enlarged by these lectures and who feel grateful to the Universities for undertaking this new missionary enterprise.'—*Quarterly Review*, Jan., 1892.

## CULTURE AND BUSINESS TRAINING.

IN an article on the education which is got from books and the education which is got from business (two kinds of intellectual discipline which, in our judgment, are necessary ingredients in the ideal education of every citizen, whether man or woman) a writer in the *Co-operative News*, the organ of the working-men's Co-operative Societies in Great Britain, says: 'We trust there is no cause for fearing that our most venerable seats of learning are disposed to turn their backs upon modern conditions and the needs of industrial life, although we remember some hints dropped during the recent discussion (on compulsory Greek) in favour of drawing a marked distinction between the ancient Universities and the modern University colleges. Such a policy, however, is quite impossible in view of the gratifying efforts which have been made in University Extension. The beauty and significance of the Extension schemes lay in the reciprocal influence passing between the seats of learning on the one hand and the seats of manufactures and commerce on the other. To test or illustrate theory by the concrete facts of life, and to temper and purify the commercial spirit by the study of history and philosophy—these are objects which imply the auspicious alliance of training with culture.'

This is well said and seasonably said. Culture, if it is unselfish, will receive no harm at the hands of the English democracy. But fastidious, exclusive culture which (though often itself a pensioner on ancient bounties) grudges any effort to bring the less wealthy classes within the reach of the highest education, will find itself going the way of all privilege. It is our duty to nationalise culture. This, however, is no plea for intellectual communism. No one expects, and no one can ever compel, every one to profit equally by educational opportunities. But, on the other hand, no one can predict who will avail himself of such opportunities, if offered, and who will indolently discard them. The educational environment of the whole nation must be improved. It is not in any statesman's power to tell beforehand which individual nature contains the hidden springs of faculty or genius which will respond to the pressure of the altered environment. The statesman's business is rather to prevent, so far as possible, any faculty or genius from being wasted to the nation by the absence of the environment calculated to educate it. In constructing this environment, the Universities can help the nation. It is one of the new functions of Universities to render this help, railways having increased their possibilities of usefulness. The other two functions of Universities are research and the higher training of resident students. If the Universities discharge the first of their three functions, the democracy has good sense enough not to interfere with their discharge of the other two. On the contrary, it will encourage them, knowing that it cannot dispense with thinkers, leaders, preachers, poets and inventors; and that the highest kind of University training is a frequent, though not an invariable, element in the production of these. It is, moreover, far from quixotic to believe that the knowledge of classic antiquity will not always be confined to a favoured class. There is no reason in the nature of things why a north country workman should not be enabled to appreciate the significance, for example, of the funeral speech of Pericles, and there is a good deal to be said for his being encouraged and helped to do so as quickly as possible. We should like to see the history of Athens described as vividly to the Oldham artizans as Mr. Hudson Shaw has been describing to them the history of Florence. A man need not be a Grecian to learn something from Greece. And if the Athenians had, as Pericles declared, 'a peculiar power of thinking before they acted and yet of acting too when the need came, whereas other people are courageous while they are ignorant but begin to hesitate when they reflect,' a modern democracy might do worse than spend a few thousand pounds a year on discovering the secret.

## NORTHUMBERLAND MINERS AND UNIVERSITY EXTENSION.

THE admirable work which has been accomplished by the Cambridge University Extension lecturers among the Northumberland miners is well known to all who are acquainted with the history of the movement. A striking tribute to the social and intellectual value of this work has recently appeared, in the form of a letter to Miss Ida Gardner, of Philadelphia, in *University Extension*. Mr. John U. Barrow, a miner, writing from 24 North Terrace, Backworth, in reply to Miss Gardner's questions, thus answers her inquiry 'What is the effect of University Extension on the character of the working-man?'

'A common opinion,' he writes, 'prevails that the work of a University Extension course is such as only the most intelligent can do, and is quite beyond the powers of an ordinary workman. The term "University" in England, has been so long associated with all that is highly intellectual, that it becomes a difficult task to convince the average workman that the work is such as comes within his capacity. We know how difficult it is to unseat pre-conception and prejudice, and I take it that this has been the main cause of the comparative non-success of University Extension work in this country. On its first introduction many centres were established, but these gradually collapsed, in the first place from want of students, and in the second from want of audiences. Backworth, however, has stood the test of a long experience. We have had many difficulties and much to discourage, but we have also had a good deal of help, and have thus always managed to keep the scheme afloat, and the general effect of it has been to raise the tone of the social life of the community, and, in the case of the students, to distinctly raise the ideal of life. Our working students are, without exception, steady men, anxious in the pursuit of the pleasures of knowledge. Tastes have been refined, appearance improved, character elevated, and there has been a general acceptance of the dictum that "man does not live by bread alone." Taken altogether, the effect of higher education has been to increase in a corresponding degree an intelligent conception of the duties and responsibilities of life.'

Miss Gardner then asked whether University Extension makes the workmen discontented.

'I certainly do not think so,' replies Mr. Barrow, 'unless a clearer conception of what is right and a legitimate ambition to secure it, are interpreted to mean discontent. The employer who would refuse assistance to University Extension on the ground that higher education makes the workman discontented, must be one who does not desire trade-disputes or social difficulties to be settled on lines of reason. My own experience is, that the intelligent workman is always more amenable to reason than his ignorant brother. If education, properly conceived and properly accepted, does anything for a man, it trains him to think, and particularly is this so with University Extension. The lecture, the exercise, and the competition of his fellow-workman, all act as a stimulus to thought, and train it in exercise and application. The training he thus receives he carries into all the practical details of his daily work, and surely it is to the advantage of the employer, in any dispute that may arise, to deal with men who can think clearly, rather than with men who cannot think, or that only in a small degree. It is the unthinking majority which too frequently precipitate dead-locks between employer and employed, while the men of intelligence are noticeable for their desire to avert such conflicts and to secure a settlement on a basis of reason compatible with justice and their freedom as workmen.'

'The intelligent workman will also be able to distinguish between the inevitable and the avoidable, and this means good to the employer. The ignorant man will often seek to mend that which cannot be mended, and raise strife in his endeavours. The intelligent man will only apply himself to the redress of reasonable grievances, and thus secure success. I take it that the

application of University Extension, or any other educational work to the working-man, must result in increased reason being brought to bear upon labour problems, and a clearer conception of the relationship which must exist between capital and labour. Surely this kind of "discontent" cannot be a disadvantage to the employer with a fair sense of justice.'

'Do you ever get a thoroughly ignorant man interested in University Extension?' was Miss Gardner's third question. In reply to this, Mr. Barrow makes some sensible remarks, and ends with the following story:—

'We are having at Backworth a course of lectures on "The Problems of Life and Health," with special reference to sanitation. The subject is an interesting one, and has provoked a good deal of discussion. At the beginning of the lectures two of the miners, at the mine at which I work, bought two tickets for the course. One of them I knew to be a very intelligent man, and he has supplied me with some interesting facts concerning his companion. He says that when he first knew him he was a dissolute, degraded man, caring for nothing but drink, gambling, fighting, and every other thing that belongs to an evil life. They lived near to each other, and occasionally had some conversation. By and by they took walks together, and questions of interest were discussed in a simple way. One by one he dropped off his evil habits and sought the society of his intelligent friend. He abandoned drink and devoted his money to the purchasing of books. He took every means that was likely to afford him information, and sought knowledge wherever it was to be found. And now he is a student at the present course of lectures, and has already earned first-class marks for his exercises. This, I think, is a typical instance of what you require; and when I tell you that this man travels a distance of over five miles every Saturday evening in order to attend the lectures, and often does his exercises after a hard day's work at the mine, you will readily understand how keen is the interest which has been aroused.'

Anyone who desires proof of the value of University Extension teaching to working-men, or encouragement in a hope that such instruction will gradually become more widely popular in the industrial districts, should read the number of *University Extension* (Vol. I. No. 6) which contains this letter. Miss Gardner is to be congratulated on having obtained so interesting and genuine a piece of testimony.

## UNIVERSITY EXTENSION IN RHODE ISLAND.

Some excellent Extension work has been done by Brown University (Providence, Rhode Island). Professor Wilfrid Munro, to whom we are indebted for a copy of the *Brown University Catalogue, 1891-2*, is the indefatigable director of this branch of the University's work. The lectures have been attended by more than 1200 persons at ten centres in the industrial district surrounding, or easily accessible from, Providence. Botany, Zoology, Physiology, Practical Physics, and Astronomy; Constitutional History, Political Economy, English and German Literature; Art and Architecture, are the subjects on which lectures have been already delivered. Each course consists of twelve lectures and classes, with essays and final examination. Sixteen lecturers, chiefly members of the University Faculty, have been engaged in the work, one of the lecturers being a woman.

Under the guidance of Professor Munro, the Brown University Extension is doing admirable work with very little fuss. One criticism alone occurs to us, and that it should occur is in itself creditable to the generosity of the lecturers. The fee for twelve lectures—100 dollars, or £20 16s. 8d.—is too low, unless Extension work is to be regarded as merely a bye-industry for the spare evenings of otherwise busy men. But, as the work grows, this view of an Extension lecturer's position becomes untenable. Doubtless, however, Professor Munro and his colleagues have good reason for fixing a low fee in the early days of their useful enterprise, in which we heartily wish them every kind of success.

## SCHEME FOR A CITIZENS' COLLEGE IN A LARGE TOWN.

1. IT is desirable that in each large town there should be a recognised centre of higher teaching, to meet the needs of adult students. The special objects of such an institution would be to provide—

- (a) Technical and Commercial Education.
- (b) Education of Citizens.

An institution of this kind would be a profitable investment for a town from a business point of view, and it would also enable men and women to employ their leisure better and to enjoy it more; it would provide for all the inhabitants of the city a more equal opportunity of educational advantage.

2. Any such institution, however, should, if possible, be supported on a scale and in a manner which, while really expressing its educational objects, would not commit the town to a heavy initial expenditure, and would easily admit of expansion and development if the first experiments were successful.

3. The curriculum of the Citizens' College should include public lectures and graded class-instruction in—

- (a) The Science and Arts of technical application, with a special department of recreative handicraft (e.g. metal work, wood-carving, etc.).
- (b) Commercial Geography, Commercial Correspondence (French and German), Shorthand and Type-writing, and Commercial Law.
- (c) The great periods of History, broad generalisations of Physical Science, the masterpieces of Literature and outlines of Political Economy.

The popular side of higher education should be steadily kept in view as the essential feature of the scheme. The popular lectures would feed the smaller classes in which more advanced instruction would be given with the aid of laboratories, etc. where required.

4. The cost of maintenance of the College should be kept as low as possible with due regard to efficiency.

This condition involves—

- (a) Use of existing accommodation for Lecture Hall, Laboratory, and Class-rooms, rather than the immediate erection of a new building.
- (b) The engagement of part of the time of experienced and successful peripatetic teachers, rather than the maintenance of a resident staff of permanent professors.
- (c) The employment, as part of the system, of local teachers as colleagues or assistants of the travelling professors, e.g. the existing South Kensington Science and Art organisation should be used for class work to be supplemented by advanced instruction and courses of lectures on the broader principles of Science.

5. The success of the College is dependent largely on three things:—

- (a) On its being recognised as a Municipal Institution.
- (b) On its educational methods, curriculum and examinations receiving the recognition, and profiting by the oversight, of the University authorities.
- (c) On its having, as head of the staff of professors and principal, a University man of wide experience in public education.

The Principal, though not necessarily always resident in the town, would give much of his time to the work, would represent the staff of the College on public occasions, would act as the channel of communication between the College and the University authorities, and would generally undertake the responsibility of securing the well-being and public usefulness of the Institution.

It is essential to avoid extravagance on the one hand, and inefficiency on the other. The curriculum must be elastic and expansive, and, therefore, the local governing body of the College must hold itself free to change its teachers as frequently as need may arise for new subjects of instruction, or new professors to teach them. Such freedom and constant power of change would be hampered

by the permanent engagement of a staff of resident professors.

6. For a well-appointed College, grants could be obtained—

- (a) From the Technical Educational Fund, for technical, scientific, and commercial education.
- (b) From South Kensington, for Science and Art teaching.
- (c) From the local College grant (if extended to University Extension Centres), in aid of the teaching of history and of literature.

It should be added that the students' fees, especially from those attending advanced courses, would appreciably add to the income of the College.

7. Such a College as sketched above might, if established on a permanent basis, be affiliated under existing statutes to the Universities of Oxford and Cambridge, with the result of a certain remission of residence being granted to duly qualified students wishing to proceed to a degree at these Universities.

8. The Government of the College might be vested in a Committee of the Corporation, acting with assessors especially appointed from the public, as frequently in public library work. The Board of Governors of the Citizens' College would thus comprise representatives of the municipality, and also the existing Committee of the University Extension, together with the local representatives of other educational interests.

9. The cost of the annual maintenance of such a Citizens' College might be limited to £1000 per annum.

## LETTERS TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

### University Extension Teaching and University Degrees.

SIR,—The Bishop of Bangor is reported as having spoken as follows at Manchester on Feb. 4, on what he called 'the two ideas of a University':—

'The advantages of a teaching University could not possibly be over estimated, for it brought the student into contact with the living voice and character of the teacher himself, and that had an immense influence upon the formation of the character of the student. But while he was quite prepared to grant that a teaching University had advantages which no other perhaps could give, on the other hand it seemed to him that in the peculiar circumstances of our country at the present day the time had not come when teaching Universities alone should be established. He thought there certainly should be some University in the kingdom in which those men, who by force of circumstances were not able to go as residents, might be able to avail themselves of the guidance which the university examinations and professors gave to those who were in pursuit of knowledge and learning generally. He hoped that throughout the length and breadth of the land University teaching might become the possession of all men by the spread of that system of University Extension lectures which had taken hold of the public mind at present. He thought that when those lectures were given by men of University rank and standing every University in the kingdom might accept attendance at their lectures as a recognition of the fact that they had come into contact with a living teacher and not with a mere crammer for examinations from books alone.'

The last statement needs further explanation, which has probably been omitted from this condensed report of Dr. Lloyd's address. The possession of a University degree should imply, not only that a man has satisfied his examiners as to the measure of his attainments, but that he has lived for a sufficient period in the neighbourhood of the various influences of University life. In other words, a degree should be given, not on examination alone, but on examination *plus* residence. It is admittedly convenient to have in England one University which is only an examining board, but one is enough. To ask Universities, which now only grant degrees on the double qualification of examination and residence, to remit either condition would be urging them to debase the currency. The reasonable line for University Extension students to suggest, and for the Universities to take, is that the latter should accept attendance at a protracted sequence of

lecture-courses, delivered under due supervision at a local centre, in lieu of a part of the period of residence required from all candidates for a degree. This principle is happily recognised by the Universities of Oxford and Cambridge, and it seems probable that it will also be admitted by the authorities of the proposed Teaching University for London.

Yours truly, M.A.

#### **Scarcity of Candidates for Examination.**

SIR.—The small number of candidates offering themselves for examination at the end of University Extension courses is a weak point in the system. Steps should be taken by the local committees to increase the number of candidates.

Yours truly,

EXAMINER.

[Our correspondent raises an important point. In the year ending July 1891, out of the whole number of persons attending the Oxford Extension lectures only five per cent. passed the examinations. Seven per cent. presented themselves for examination. Those who sat for examination did very creditably, as, of those who passed, nearly half were 'distinguished.' But the percentage of candidates is too small. An examination, though far from being the only test of the student's work or of the value of University Extension, is a test appointed by authority, and students, who are anxious to promote the success of the movement, should not allow indolence or self-consciousness to induce them to shirk it. ED.]

#### **The Ethics of Advertisement.**

DEAR SIR.—We are going to have a course of less than 12 lectures. Shall we be justified in advertising 'certificates,' or must we announce that 'each candidate successful in the examination will receive an official printed statement of the Examiners' Award'?

Yours truly,

LOCAL ORGANISER.

[Beyond doubt, the second form of words is the right one under your circumstances. 'Certificates' are not awarded on short courses, and if you were to announce them, you would be misleading the public. ED.]

#### **Co-operation of Centres, and Continuity of Subjects.**

SIR.—Will you allow me to endorse the letter of Mr. Acland in your last issue from my own experience.

1. *As to Lecturers.* Through lack of the co-operation of other centres we have, at Torquay, to pay largely increased travelling expenses, and the lecturer travels great distances to visit only one centre. If Mr. Acland's first suggestion could be carried out, both expense and waste of power would be prevented; and at the same time the range of choice of a lecturer would be limited, to the great advantage of puzzled committees.

2. *As to Subject.* Continuity of subject is one of the aims of consecutive education. Advice on this point from the University itself would be warmly welcomed, and is greatly needed. For instance, our continuity of subject at Torquay is 'Descent of Man' and 'Sairy Gamp,' a series of lectures on Anthropology followed by a series on Novels! Both may be important in the cause of education, but it can scarcely be urged that the one grows out of the other.

It is a great difficulty for a varied committee to arrange continuity of subjects, but if such were put forward by the University Extension Delegates, their advice would carry great weight. A succession of unconnected lectures, however interesting, scarcely carries out the purpose for which the University Extension scheme was originated.

Torquay.

C. E. SKINNER.

#### **Catalogues of Travelling Libraries.**

DEAR SIR.—In the *Gazette* for this month I notice that you refer to a list of books in the Travelling Library, circulated among the students at Chester. We have found such a plan very useful here, and I enclose you a specimen of our list, and regulations for the circulation of the books.

I am, yours faithfully,

BEATRICE VIVIAN,

Reskadinnick, Camborne,  
Feb. 13, 1892.

Hon. Sec.

#### **CONCERNING THE CENTRES.**

BATH.—On January 28 Mr. Carus-Wilson commenced an interesting course of six lectures on 'The Outlines of Geology,' which, judging from the statistics, promise to be extensively appreciated. On each occasion an audience numbering about 250 has been present, while the names of no less than 101 students have been given in, a number (it is believed) unprecedented in Bath. It is, however, a matter of regret (as hitherto) that so small a proportion of the students are men. The lecturer received 80 papers on the first lecture. It is only hoped that a similarly large number of candidates will present themselves for examination. The Students' Association is most fortunate in having secured the invaluable aid of the Rev. H. H. Winwood as leader. Two days previous to the first lecture a soirée was held at the Museum, when 145 students and their friends were present. The Mayor took the chair and presented the prizes and lists of the Examiner's award gained on Mr. Marriott's recent History course. Appropriate and interesting addresses by Miss Lee, the Rev. H. H. Winwood, and Mr. Morse Stephens followed, and the evening concluded with a conversazione, during which microscopes, photographs, etc., were shewn by several local ladies and gentlemen, and the unique collection of geological specimens at the Museum were on view. During the evening the lady students took the opportunity of presenting baskets of flowers to Miss Bridges and Miss Lee in recognition of their untiring work in organizing the Ladies' Students' Association. Much disappointment was caused by the absence, through influenza, of Prof. Boyd Dawkins, who had promised an address on 'Geology as related to History.' For a like reason Prof. Lloyd Morgan was absent, while engagements prevented Mr. Sadler, Mr. Mackinder, and Mr. Harold Spender from accepting the committee's invitations.

BEDFORD.—It was unfortunate that the attendance at the first of Mr. Horsburgh's lectures this term, on Jan. 25, shewed a marked decrease in comparison with that of the first half-course; but it is hoped that this reduction is only temporary, and will be remedied when the prevalent illness abates. The sketch of 'Mirabeau and his policy,' given by the lecturer, could not fail to interest those who were present, and to lead students to further study of the remarkable character, brought before them so vividly. Further stimulus in this direction was given by the choice of 'Mirabeau's influence on the French Revolution,' as the subject of two papers to be read and discussed at the first meeting of the Students' Association this term, which took place, in spite of bad weather, on the 15th inst. The postponement of this meeting for a fortnight was due to an exhibition of lime-light views, illustrating 'Scenes and Characters from the French Revolution,' which was suggested, and carried out by Mr. Rowland Hill on Feb. 1. Much pains were taken by Mr. Hill in the preparation of slides for this exhibition, and a double purpose was served by it; for, in addition to the fact that the profits were to be devoted to the purchase of books for the Students' Association, there was much to be learnt from this pictorial recapitulation of events described in Mr. Horsburgh's first six lectures, and from the visible presentation of portraits of the chief actors in them. The Association has already been enriched by a gift of books as a substantial result of this kindly exertion in its behalf, the most important of these being two volumes of Mr. H. Morse Stephens' *History of the French Revolution*. This valuable nucleus of a library ought to give much encouragement to the students in their work for Mr. Horsburgh.

BOURNEMOUTH.—The members of the Students' Association have hit on a happy idea. They are arranging for this term a series of historical discussions. Six subjects have been chosen in connection with the current course of lectures by Mr. Marriott, and different members have undertaken the duty of opening each debate. Thus on March 10, Miss Punch will affirm that 'The blame for the revolt of the American Colonies must be assigned to the king and Granville'; another member will maintain the negative. On April 7, the local Secretary, Mr. Leveson Scarth, will argue that 'Pitt was a greater statesman than Chatham'; the other view being defended by Miss Weston. The debates are held at 4.45 p.m. on alternate Thursdays.

BURY.—The secretaries of this centre can add little to the reports of their lecturer and examiner. They share Dr. Bailey's regret that the audience was not larger, especially as all those who attended his most able and interesting lectures upon 'Six of Shakespeare's plays,' fully appreciated them. The secretaries cannot speak too highly, or too gratefully, of Dr. Bailey. He has many friends among the students in this centre, who hope to welcome him again to Bury, if he will come at some future time. In his report the lecturer remarks upon the good results obtained by writing papers during the two courses, and although Bury is not a large centre, it contains an unusually large proportion of earnest students. Out of 27 writers of papers, 17

qualified for examination, and the examiner states that their work reaches a fair average of excellence. He mentions that the candidates show real interest in their subject, but if possible more time should be given to independent reading.

CLEVEDON.—Our autumn course of six lectures, at fortnightly intervals, by Mr. Mackinder, on 'The Making of Nations,' Part I, was much appreciated. The attendance was about 100, including 18 artizans. Only a few of these are able to attend our present afternoon course, by Mr. Carus-Wilson, on the 'Outlines of Geology.' The attendance is over 100, and much interest is shown both by listening to Mr. Carus-Wilson's pleasant and able manner of explaining his subject, by enjoying the experiments, and examining the interesting specimens with which the lectures are illustrated. His *Illustrated Handbooks* deserve special commendation; they are invaluable, and worth double or treble their cost. The book of tables which Mr. Carus-Wilson kindly supplies gratis, is also admirable. Fully half the audience remain to the class, and 20 papers were sent in on the first question, 'What is the Crust of the Earth?'

DOVER.—After a somewhat depressed winter, during which it was feared the lectures would have to be abandoned for want of funds, this centre opened its spring course with six lectures on the 'French Revolution,' by Mr. C. E. Mallet; the necessary funds having been guaranteed by a small number of ladies and gentlemen interested in keeping up these lectures—two of the former, moreover, generously undertaking to pay the cost of hiring a suitable room. A number of gentlemen, anxious to see if these lectures would interest the working and small shop-keeping classes in Dover, have guaranteed the cost of an evening course in addition to the afternoon one; so Mr. Mallet opened here on Wednesday, Feb. 10, with a repeated course. It was feared that the change of subject (owing to unavoidable reasons) from the 'British Colonies and Dependencies' to the 'French Revolution,' might cause a falling off in the number of subscribers, but the contrary has proved the case. At the afternoon course, at 5.15, there were 80 present, of whom a large number stayed for the class; while the evening course, held in the Working Man's Institute at 8.30, was attended by 150. The fee for this latter course is merely nominal, being 1s. for the six lectures, or 2d. a single lecture. Mrs. Wise has again kindly invited the members of the Students' Association to meet at her house—Godwynhurst, Leyburne Road—on the Saturday following each lecture, at 12 o'clock. The meetings are—with sorrow the secretary records it—very badly attended. It is greatly to be wished that more would take an interest in these meetings, as they are of much use to those writing the papers.

GRANGE-OVER-SANDS.—The two scholarships of £5 each, kindly offered by the Rev. E. Massie to working-men at this centre, have been gained by J. Thoms and A. N. Hankinson. The first was for the best class-work in connection with Dr. Mill's lectures on 'Physiography,' and the second for the best special essay on 'Springs.' Both scholarships are to enable the students to attend the next Summer Meeting at Oxford. We have now had three of Mr. Hudson Shaw's lectures on the 'Puritan Revolution,' and though the audience is smaller than at either previous course, his treatment of the subject is thoroughly appreciated by those who do come. 'Perhaps the greatest service Mr. Shaw is doing for us,' writes one of his hearers, 'lies in his admirable suggestions of the manner in which the study of history should be approached. In these there is a nobility beyond praise.' The twenty-two students who write essays have taken up the subject with enthusiasm, and are vigorously reading Professor Gardiner's history.

HEREFORD.—Nature calls attention to the fact that 'the Woolhope Club has voted £10 towards defraying the expenses connected with the course of Oxford University Extension lectures, now being delivered in Hereford by Mr. C. Carus-Wilson, on the "Outlines of Geology." It is satisfactory to note this instance of a local club making use of the facilities offered by University Extension for giving to its younger members the opportunity of obtaining systematic training in geological knowledge.'

ILKLEY (evening).—The annual meeting for 1891 (postponed from December last) was held on Jan. 23. The reports showed an average attendance of 223 at the lectures (Lent term, 1891) given by the Rev. W. Hudson Shaw on 'The Puritan Revolution,' and an average attendance of fifty-five at the classes. The influenza during the spring of 1891 prevented many ticket-holders from attending the lectures. For the same reason five only of eighteen who gave in their names for the examination were able to be present. All five passed, four with distinction. The expenditure for this six-lecture course was £46 4s. 4d., of which £29 19s. was paid to the University delegates. The income fell short of the expenditure to the amount of 12s. 8d. During the year a Students' Association was formed. Five meetings were held for papers and discussion, and the average attendance was twenty-two. We have now had the second of Mr. Carus-Wilson's lectures on 'The Outlines of Geology.' Each has been attended

by some 230 persons. Mr. Carus-Wilson has produced a decidedly favourable impression among us, and we feel assured that our centre will rather increase than diminish in repute. The lectures are attended by persons of all classes and all the public bodies of the town are now represented officially on our committee. Apart from financial considerations, which are, after all, considering the intellectual advantage to Ilkley of the lectures, a surmountable difficulty, the centre is a distinct success. Real work is being done, and the intellectual power of Ilkley is being decidedly raised. The diminution of income from the purchasers of single tickets for individual lectures is gratifying, if we may logically draw the inference that those who do attend come as a rule to *all* the lectures. Further, there has been a decidedly better attendance of real students, more especially of working-men, at the classes. These things are as they should be. They indicate hard study, and they hold out hopes that a continuity of progressive lectures may be arranged.

MATLOCK.—Mr. Collingwood gave the first of what promises to be a most interesting course of lectures on 'Venetian Art,' on Saturday, Jan. 23. These lectures are a continuation of those delivered in the autumn upon the 'Great Schools of Art.' The interest in the subject is well sustained; and the attendance, taking into consideration the unfavourable weather, was very fair. The lectures are admirably illustrated by photographs, the Arundel Society's chromolithographs, and by coloured sketches of the originals by Prof. Alessandri and other artists. The result of the examination on the last course is not so satisfactory as might have been hoped. This may, however, partly be accounted for by the wide range of the lectures, and by the students' want of previous knowledge of the subject.

REIGATE.—The second part of our course of twelve lectures on 'Literature of the 18th Century,' by Mr. Horsburgh, began with an especially interesting and forcible lecture on Dr. Johnson, a subject naturally attractive and sympathetic to the audience. The attendance unfortunately was small owing to the great amount of illness in the neighbourhood; no doubt other centres have suffered in the same way. We have been trying an evening course of popular lectures, also given by Mr. Horsburgh, on 'Epochs from the History of our Country,' with lime-light illustrations. It was a most unfavourable time to begin them, as there were so few people able to be present; but we most strongly recommend the course to any centre starting evening lectures for the first time, as the subjects must rouse the interest of the people, and prepare them for a more continuous course of study.

ROMSEY.—Our last set of lectures on 'The Relation of History to Painting' (Part I) proved so popular that we were very glad to be able to arrange for a continuation of the subject. Mr. Cotes seems to inspire his hearers with enthusiasm, and throughout the neighbourhood a genuine interest in the work is manifested. The number of students is increasing.

TAVISTOCK.—At this centre Mr. C. H. Wade, M.A., Magdalen College, Oxford, is delivering a course of twelve lectures on 'The Laws of Health,' under the Devon County Council Technical Instruction scheme. Mr. Wade's admirable method of lecturing made a most favourable impression on his audience from the commencement. It is satisfactory to note that all the head elementary teachers in Tavistock, and the majority of their assistants, attend the lectures. Several teachers in the primary and secondary schools of the neighbourhood are also ticket holders, while the remainder of the audience is composed of persons of all classes and ages, including a number of higher-standard elementary scholars. Mr. Wade's course is divided into three main parts, the law of cleanliness, the law of temperance, and the law of prevention. There is no doubt that his masterly treatment of these subjects will prove of permanent benefit to all who are privileged to hear him. The lectures are illustrated by lantern slides, models, and occasional experiments.

WINCHESTER.—The first of a course of six lectures was given here on Feb. 11. The subject chosen was 'The French Revolution,' and the local committee were fortunate in securing the services of Mr. C. E. Mallet. There was a very good attendance, the audience numbering about 230, many of whom remained for the class afterwards. The lecture, which was very interesting and most pleasantly delivered, was thoroughly appreciated by the audience.

YORK.—The first of a course of ten lectures on 'English Painters' was given in the hall of the York Institute on January 18, by Mr. D. S. MacColl, M.A. The chair was taken by Mr. R. Thompson, who expressed himself as gratified by the fact that so many of the students of the Corporation School attended, and said how glad they were of the assistance which the Technical Instruction Committee of the Council had accorded to the Society, for without that aid they would have been quite unable to have held a second course of lectures this season. Mr. MacColl then proceeded to deliver his lecture, and handled his subject in a clear and able manner.

## KICKING OVER THE TRACES.

*By an Irresponsible Contributor.*

[I therefore suggest—

(a) Let each University take carefully and rigorously defined parts of England, and let no poaching be allowed under any pretence.

(b) Let each University subdivide its share into equally well-defined districts. Let each district have allotted to it a certain number of lecturers according to its requirements, and let none others be supplied.'

Mr. HENRY DYKE ACLAND in the *Gazette* for February 1892.]

Middleford was unmistakably put out. At least what the local newspapers of that prosperous borough call 'University Extension Circles' showed by their unwonted agitation that the calm waters of culture had been disturbed. For many years indeed the torch of knowledge had been as roughly used in Middleford as if the little English town were the scene of Greek athletic sports. One occasional professor had casually tossed the lamp of learning to another until it had become as dim as an electric light in a fog. But with the arrival of the University Extension system a new era began and a magnificent course of three lectures on Asiatic History and Civilisation (advertised, at the urgent wish of the local Secretary, under the emphatic title 'From the Black Hole to the Yellow River'), had not only made Tamerlane and the Taj Mahal the gossip of every tea-table, but had given the inhabitants of Middleford a surprising insight into the depths of their own ignorance. It had therefore been agreed with enthusiasm that a second course of Extension lectures should be arranged. One zealot, who had lost a cousin at Cawnpore, proposed a course on the Indian Mutiny. But the devotees of literature, who had been beaten by a small majority in the voting for the first series of lectures, threatened schism if their tastes were again ignored, and accordingly the financial members of the executive threw all their weight in favour of a change of subject. A compromise was therefore reached. Sequence of studies was to be temporarily abandoned, but, in compensation, intensity of intellectual application was encouraged by the arrangement of six lectures on 'Walt Whitman for European hearers.' A formal request was posted to the University authorities at Oxbridge, and Middleford, with a secret glow of expectation, turned its mind to Christmas parties.

But the new year had hardly opened when an ugly rumour spread that the University had rejected the application. Little, however, had become known as to the cause of this astonishing rebuff when the members of the local committee were hurriedly summoned 'to consider important business.' This in itself was a surprising event which in ordinary times would have caused excitement. For the Middleford local committee did not often meet. It was called a committee because it was committed to pay the bill. Therefore, except in moments of financial extremity, it sank into an interlunar swoon. No wonder then that there was a crowded attendance. Even the Vice-Presidents were there. Along with their less decorative colleagues they had trudged to the committee-room though, as the poet says,

'There was posh and ice in the river,  
Half-frozen mud in the street,  
A grey discouraged sky overhead.'

When the committee had composed itself, the Secretary read the minutes. As a voluntary act, this was a new departure which, in calmer times, would have implied a revolution. For the Secretary regarded himself

as being bound, by virtue of his office, to be thornily secretive, and he therefore made a practice whenever a meeting was held, of leaving what was supposed to be a minute book under lock and key at home. The minutes were, however, on this occasion copious and audible, reminding the committee of the decision reached before the Christmas holidays. The Secretary then produced, with a portentous gravity that impressed even the least serious members of the committee with a sense of evil to come, a letter in which the University authorities politely informed the local organisers of Middleford that it had been thought desirable to enforce sequence of studies in Extension teaching, and that there was no adequate connection between Asiatic civilisation and an American poet. It was further hinted that the Middleford students should not be encouraged to roam about in search of knowledge over the whole surface of what their own elected poet calls 'this round and delicious globe.' Accordingly the University proposed to the Middleford committee, in view of the fact that the previous course had been on an Oriental topic, a series of fifty lectures on Chinese Antiquities. It sounded like an imposition. But there was no mistaking what advertisers call 'the genuineness of the offer.' And moreover it was accompanied with the further statement that it was this or nothing. 'The lecturer on Chinese Antiquities had been allotted to the Middleford district' ('as if, forsooth,' interpolated the Secretary, 'the neighbouring villages would like a few crumbs of that attractive dish'), 'and no other lecturer could be supplied.' On hearing this letter, the local committee became pale with indignation. Madness ruled the hour. In fact, when their fury found words, you might have thought them suffering from that canine hysteria about which people write letters to the *Spectator*. Soon, however, a plain man of business stood up and moved that Middleford should join with Cinderton, a town in the next county, in securing the services of another lecturer who was announced as about to enlighten the latter centre on 'The Lyrics of the Last Century,' adding that, as it was impossible for them to learn about the poet of the future, they might do worse than refresh their memories of the poets of the past. But the moderate applause which greeted this proposal was immediately suppressed by the Secretary, who explained that the Universities had a short time before 'taken carefully and rigorously defined parts of England as their respective provinces of Extension work,' and that Cinderton, though close to Middleford, happened to fall on the other side of the arbitrary line which divided the efforts of Oxbridge from those of Camford. 'Moreover,' the Secretary added, with a dim idea of game-keepers and spring-guns, 'they allow no poaching on any pretence whatever.'

Then there rose a shy and modest man who was afflicted by nature with such an extraordinary resemblance to an eminent politician that, wherever he went, people turned round to look at him, and sometimes boys cheered him in the street. This disagreeable lot had reduced him to a state of chronic diffidence, and it was only an overpowering sense of duty which emboldened him to rise in the teeth of the committee. He ventured to dwell on the infinite interest of Chinese antiquities, of which he had a small collection in his own drawing-room, and to point out that Middleford, if it rose to having fifty lectures on that subject, would hold the gorgous East in fee. ('Not at all,' rudely interrupted the Treasurer, 'we should have to pay the fee.') Overwhelmed by this contradiction, the nervous speaker forgot what he meant to say next, and feebly concluded with an epigram, prepared for a happier

context, to the effect that fifty lectures were none too much for so great a subject unless they merely meant to content themselves with 'chatter about Confucius and prattle about Pekin.'

Everybody felt at once that it was Miss Podderton's turn next. Miss Podderton was regarded by her friends as being, in the event of the resignation of the present Secretary, 'a not impossible she.' Miss Podderton rose to the occasion; she trembled with reined emotion, clearly intending to be herself though China fall, and to make it fall too, if she could manage it. 'Who will pay for the lectures, whatever they are?' she asked indignantly. 'Don't we pay the piper, and shan't we call the tune? I move that we engage a lecturer on our own account, and work at Walt Whitman in spite of them all.' And her motion was carried.

## MAKING NEXT WINTER'S PLANS.

[*From a Local Committee's Point of View.*]

A CORRESPONDENT, with some experience of organisation, writes as follows:—

Together with the Spring fashions comes the new edition of the University Extension programme and, accompanying it, a polite request that the local organisers will transmit to the Oxford authorities the invitations which they may decide to give for the continuance of Extension work next winter. As the little green pamphlet will no doubt be making its appearance very shortly, it has occurred to me that it might be useful if I gossiped a little about the results of my own experience in getting lecturers to visit us.

When we seriously begin to think about our courses for next winter, we all aim, I suppose, at three things. We want a good lecturer, a good subject, and a not too magnificent bill. Using the proper jargon, that is to say, we desire educational success, sequence of studies, and economy in railway expenses. Now I have found that these three things are, through the inherent awkwardness of things in general, not always within our reach at the same moment. It often happens that we could get the wrong subject cheap, or the wrong lecturer on the right day, but that the choice of the best lecturer (for our own particular purpose, I mean of course: no doubt each lecturer is the best man for somewhere), entails some inconvenience or expense which, if we could avoid it, we should be glad to be spared. However, what can't be cured must be endured, and I have myself no doubt whatever that, when these three points—sequence, economy and educational success, cannot all be got together, then it is wise to cling to your chances of educational success, and let the *refinement* of sequence and the *rigors* of economy go by the board.

I say '*refinement* of sequence' and '*rigors* of economy,' because I don't mean to advocate mere irrelevancy and fickleness in the choice of subject, or to recommend blind and reckless extravagance. If one has to pay more for one's lecturer, one must economise somewhere else—that is all; or one must make sure of recouping the larger outlay by a larger harvest of entrance-fees. And, so far as sequence goes, it is my experience that if one steadily keeps it well in view as *the* thing, or as one of *the* things, to be always aimed at, there is very little difficulty in securing substantial continuity of studies. People are rather pedantic sometimes in their views of sequence. They speak as if a course on elementary political economy must be followed at

once by a course on advanced economics. But, surely, this is not necessary in any true view of sequence. When we have read Walker at home, we do not necessarily take up Mill at once. We may turn as a relief to some cognate study in the interval: to a work on biology, for example, or to the history of some period which has deep economic, as well as political and literary, interest, and so forth. And the same thing applies to Extension work. Strict sequence is excellent, but it is no good boring people by your advocacy of it. They may be bored too soon, but that is not your fault. Your business, if you are dealing with geese, is not to kill the source of the golden eggs.

Almost the happiest kind of sequence is that which the lecturer provides himself. It often happens that you can get the lecturer who has just finished his course to come and continue it next year. I often think that if we had our lecturers two or three years in succession, and if we could get them to lecture to us two days running, and so spend more time with us, we should make more impression with our Extension work. We want to develop the *tutorial* side of the system a little more. But you may think this only a fad.

When that little green pamphlet comes, one finds it to need a great deal of study. Superficial glances will not master it. But careful poring over it is very interesting and thoroughly remunerative. One reads, for instance, the whole list of lecturers and their subjects. Then, when one has made out a rough list of one's preferences, it is time to turn to the list of places where they have lectured. What range of experience have they had? And then, the list getting gradually reduced within small compass, there follows the confidential correspondence with other local secretaries as to the suitability of the lecturers for the particular kind of place you have to provide for. Often, of course, one has heard the lecturer at a summer meeting or at some other centre, and so can form one's own judgment without much correspondence.

For my own part, I have always measured a lecturer's success not by the size of his audiences, but by the abiding intellectual interest which he succeeds in awakening among the students. The lecturer who adds ten to the nucleus of real students is worth more, even from a business point of view in the long run, than a man who adds scores to the ranks of the casual hearers. For, in the end, the people we local organisers have to depend on are the student-workers. They are the mainstays of our work. So, though I write in confidence to other local secretaries about possible lecturers, I take good care to ask the right questions.

This is a long screed, but I still have something I want to say, if you will allow me a little more space. Study of the green pamphlet will help one to find the lecturers and to choose a subject for the lectures. But perhaps the most difficult part of the work remains still undone. I mean combination with other centres. It is little good for a single distant centre to hope to secure a leading lecturer by isolated action. But to secure combination needs tact. Some people rush at it in an impetuous sort of way and then complain because they run against a wall. How would any one of us like to receive from a stranger in a neighbouring town a more or less abrupt request to co-operate in inviting Mr. Dash to give twelve lectures on some special period of history or literature? The very precision of the request implies that your correspondent has a convenience of his own to serve. Your back goes up at once, and you feel a sort of instinct to disoblige. It seems to me that we ought to be very considerate in our

way of approaching other centres, and the least we can do is to try our best to find out what sort of course they are likely to want before we fire off at them a request for their co-operation. ‘Oh, but how can one find out without writing to ask?’ some one says. ‘Quite easily, through the *University Extension Gazette*,’ I reply. It is a good thing to make out for oneself, quite early in the consideration of possible plans, a record of the history of each neighbouring centre. The *Gazette* and the Delegates’ reports give all the necessary information. You then see exactly what each centre is likely to want, and what it is not likely to want. You would be surprised what light this often throws on the problem. Then find out, also from the back numbers of the *Gazette*, what are the lecture-nights of neighbouring towns. You cannot expect them all to give way to your convenience. At any rate, you go the wrong way to work if you ignore their own established arrangements, and write as if it must be indifferent to them what night they chose. Remember, every centre has a history, and does not like to have that history ignored.

Look at Bradshaw: find out where your own preferred lecturers live (the inexhaustible green pamphlet tells you that); plan out a circuit for two or three possible lecturers on subjects which your researches have led you to regard as possibly attractive to the various centres in the proposed circuit. Then open up communications, mentioning two or three lecturers in your letter. Everybody likes having a choice. But explain that economy depends on your all choosing the same man. Have a joint meeting to consider the question, if you don’t already belong to a federation, and, in the latter case, don’t rely on being able to make all your winter’s arrangements at one meeting. It cannot be done. It is much too intricate a matter to settle in one afternoon without much preparatory correspondence.

At last you get your circuit mapped out. The interval allowed by the University authorities gives ample time for these negotiations. Then send in your joint invitation. Depend upon it a well-organised joint invitation carries more weight with a lecturer than an isolated request. It is attractive by its very completeness, and it implies, to an experienced man, that the local organisers know their business. For a practised lecturer knows well enough that a local secretary who shows tact, thoroughness, and consideration in one thing will also show it in others.

One last word: I have found it not always wise to form too extensive a circuit for a lecturer without previously ascertaining from him or the central office whether he is compelled to set any limits on the time of his absence or on the distance of his centres from headquarters. It often happens that a lecturer is tied to a certain part of England, or can only take three or four lectures a week. But one can always find this out by writing.

‘What a lot of trouble this all means!’ you say. Yes, but it saves trouble in the end. And Extension is worth taking trouble about.’

## A FEDERATION OF THE FUTURE.

*A sanguine forecast of 1902.*

A LARGE attendance was expected at the spring assembly of the Wessex Federation of University Extension committees. The towns of the district had been, as usual, eager rivals for the honour of receiving the federation, and Hasledeane, having prevailed in the competition, was bent on showing that it appreciated the importance of

the occasion. Private hospitality was unbounded. The Mayor, who had long served on the local Extension committee as one of the representatives of the Town Council, was to entertain the visitors at a conversazione in the Municipal Art Gallery, where the efforts of a few energetic students had gathered together a loan collection of pictures, books and autographs, furniture, plate and china, illustrating the period of history chiefly studied at the neighbouring centres during the preceding winter. To a review of the same period of national growth, it was understood that the president of the year, a distinguished historian, would devote his inaugural address. But the novel feature of the entertainment was to be the arrangement of a model University Extension College, to be shown to the visitors in working order with a view to stimulating them to establish similar Colleges in several towns in the locality. Hasledeane itself had not yet established an Extension College, but the head master of the Grammar School had lent a number of his class-rooms for a practical exhibition of what such a college might provide. In the large dining hall of the school one of the best-known Extension lecturers was to deliver the introductory lecture of the summer course; in two or three of the smaller rooms other teachers would conduct specimen classes for elementary and advanced students; at the top of the building one lumber-room had been temporarily equipped as a laboratory and another as a students’ library stocked with standard books, and so furnished as to provide pleasant corners and recesses for quiet study, while, to carry out the illusion, the notice boards in the entrance hall were covered with announcements of the various clubs and societies which naturally form themselves among the students as soon as the establishment of a University Extension College has given a permanent centre to their work.

The business meeting of the federation was worthy of these preparations. Proceedings began with the secretary’s report. The secretary, for many years the energetic organiser of a struggling centre in the district, had recently been appointed at a small stipend to give part of his time to the affairs of the federation. Early in the year he had visited each of the federated centres and had thus ascertained their several preferences for the next session’s work. Such a preliminary tour of enquiry had long been found useful by other federations, the constituent committees of which had always failed to get much advantage from the old system of holding once in each year a casually organised meeting of unprepared delegates. For, under the new arrangement, the travelling secretary of the federation made it his business to meet the committees at the various centres and thus to elicit from them, in order of choice, the subjects on which they desired lectures during the ensuing session. From his knowledge of the wishes of neighbouring centres, of the courses previously delivered in the district, and of the lecturers who would probably be available from the various Universities, the secretary was able in the course of his tour to focus the conflicting aims of the different centres, and finally, by correspondence, to reduce them to a joint request for a staff of three or four lecturers whose whole time would be required to meet the year’s needs of the federation. Simple as these negotiations might seem to an outsider, experienced organisers were well aware of their delicate complexity. And when the local committees had once realised the advantage of having their local whims and jealousies and misunderstandings harmonised and adjusted by the tact of the travelling secretary, they wondered

that they had so long put up with their previously inadequate attempts at combination. The secretary reported that, armed with the general instructions thus obtained during his round of visits, he had next visited Oxford, Cambridge, Manchester, and London in order to ascertain what lecturers, and at what stipend, the four Universities (Oxford, Cambridge, Victoria, and Gresham), could supply in the subjects preferred by the federated centres. Personal interviews with the suggested graduates, supplemented by careful enquiry at some of the centres previously visited by them, had enabled him to draw up a list of lecturers specially suited, in his judgment, to the needs of the federation. He was thus able to draft a programme of courses and an estimate of expense. Dividing the stipend of each lecturer by the number of courses which he was prepared to deliver, the secretary could now inform each centre how large would have to be its proportionate payment for the course or courses it had elected to take.

So carefully considered had been the secretary's report, so detailed had been the previous negotiations on which it was based, that its acceptance was almost a matter of form. The total amount of the stipends of the required lecturers (who would represent, as it happened, each of the four English Universities) was £1500. Thus the average lecturer's fee for each of the forty-eight complete courses, which they would deliver between them, would be about £32, that of a half-course being £16. The fee for the different lecturers varied according to their experience, and some centres would take more than one or two courses, but each committee in the federation, knowing how many lectures it had ordered and which lecturer it had preferred, could see at once what its share of the bill would be. There remained to be divided among the centres the estimated working expenses of the federation during the ensuing year. These would comprise the secretary's stipend, office and travelling expenses, and the cost of providing syllabuses, travelling libraries, and scholarships. The aggregate expenses thus to be incurred were divided among the federated centres in proportion to the number of lectures taken by each, the share payable in respect of each lecture slightly diminishing for each additional lecture taken, as it was clear that a centre taking two courses did not impose twice as heavy a burden on the central fund of the federation as did a centre taking only one course.

The federation had thus economically established a floating University College on a co-operative plan. The detailed work of organization had been decentralised, and, if not exactly lessened in cost, had become a matter of closer and more patriotic interest to the centres concerned. At the same time the tie with the Universities was stronger than ever, as the enlarged number of lecturers, the increasing frequency of their visits to the centres, and the enthusiasm roused by succeeding summer meetings made the students yearly more familiar with the meaning and benefits of University Extension. Guidance, teachers, inspiration, came from the Universities; funds, organisation, equipment, from local effort, no longer wasted in isolation, but concentrated by federal union.

When the Secretary's report had been adopted, the Chairman announced that the accounts of the preceding year showed a balance of paid-up levies over actual expenditure. The year's work had cost less than had been estimated. It was for the meeting to decide how the balance should be disposed of. Part was at once added to the reserve fund. A considerable sum was voted to provide pioneer lectures for village audiences, stress

being laid on the importance of securing one of the best lecturers for this difficult work, of choosing suitable subjects, and of providing good illustrations. It was also agreed to augment the scholarship fund in order to send a larger number of poor students from the district to the Summer Meetings at Oxford and Cambridge. And finally a grant was made for a collection of lantern slides to be carefully prepared by an artist, kept at the central office of the federation, and lent to various centres as required.

A delegate then pointed out that, though the amounts paid by each centre into the central chest of the federation seemed large, several local committees had been aided by County Council grants obtained through the agency of the federation. He added that, as the excellence of their work became more widely known and their local committee more representative, public bodies showed an increasing disposition to entrust to them the expenditure of public educational funds.

Towards the close of the meeting, another speaker drew attention to the fact that there were still centres in the district remaining outside the federation. He thought it undesirable that these local committees, whatever their motive in standing aloof from federal effort, should be permitted to obtain lecturers direct from the Universities, and therefore moved that the Universities be requested to abstain, in districts where the federations had been officially recognised by them, from dealing with any centre except through the federation itself. A sharp discussion arose on this point, but it was eventually agreed that the federation had been formed, and had prospered, on a voluntary basis; that it was the business of the federation to make itself obviously indispensable to every centre in its district; that a protective policy on the part of the Universities would be contrary to the principle of free selection on which the constitution of the federation was founded, and might, by removing the spur of competition, merely end in shielding the federation from the proper results of its own possible inefficiency; and that, therefore, it would be wise to leave the outstanding centres to discover by experience the advantage of federation over pottering and isolated undertakings.

#### SCHOLARSHIPS AND PRIZES.

*To enable students to attend the Summer Meeting at Oxford in 1892.*

THE following donors have expressed to the Delegates their desire to offer Scholarships and Prizes for competition in 1892:—

The Marquis of Ripon, K.G.	£	50	0	0
J. G. Talbot, Esq., M.P.	10	0	0	0
The Very Rev. The Dean of Christ Church	5	0	0	0
Rev. W. Warner, Censor of Christ Church	5	0	0	0
Rev. E. Massie (Grange)	5	0	0	0
Arthur Bayley, Esq., Pembroke College	10	0	0	0
W. H. H. (Ambleside)	5	0	0	0
M. E. Sadler, Esq.	10	0	0	0
The Secretary's Scholarships [Subscribed by the Students at the Summer Meeting 1891]	21	0	0	0
M. S. B.	4	0	0	0
P. C. M.	6	0	0	0

The conditions of the competition can be obtained from the Secretary, University Extension Office, Oxford.

## A SUMMER SCHOOL OF THEOLOGY IN OXFORD.

IT is with great pleasure that we publish the following announcement of the Summer School of Theology which will be held in Oxford next July. In our opinion the arrangement of this course of instruction is one of the most important steps which have hitherto been taken in the University in the direction of organising a system of post-graduate study at a time of year convenient for the graduate members of other (and especially American) Universities. And this is not the only point in which the programme marks a new stage in the development of Oxford as one of the truly national (or indeed international) centres of higher education and research.

The Council of Mansfield College, having had before it various representations as to the need of a brief course of instruction in the Higher Theology for ministers, has made arrangements for a short Summer Session at Oxford in 1892. Various courses of lectures will be delivered, designed to meet the wants of men who feel that the ordinary work of the ministry has not allowed them to keep abreast of the later inquiries and discussions in the field of Theology—Biblical, Apologetic, and Dogmatic.

The lectures will be open on the same terms to ministers of all denominations, and will extend from Monday, July 18, to Saturday, July 30.

It is intended that the lectures, in the main, be delivered in the mornings, that the afternoons should be free for recreation or other private purposes, and that in the evenings informal conferences should be held on theological, religious, and ministerial questions.

On Sunday, July 24, special services will be held in the Chapel  
Preacher : Rev. R. F. Horton, M.A.)

Each day dinner will be provided in the Hall of Mansfield College at 7 p.m. In order to meet the cost of the lectures, and of the dinner in the Hall, the uniform charge of £2 10s. will be made.

A list of suitable lodgings at moderate prices will be drawn up, and every help will be afforded to those desirous of securing rooms. The Council believes that the whole cost, inclusive of ticket for lectures, dinners in Hall, board, lodgings, etc., need not exceed £5. Detailed programmes are being prepared: meanwhile a provisional programme is appended.

All communications relative to the Summer School of Theology should be addressed to

NORMAN H. SMITH, M.A.,  
Mansfield College, Oxford.

### LECTURE LIST.

(Provisional Programme.)

#### OLD TESTAMENT THEOLOGY.

REV. CANON DRIVER, D.D., Professor of Hebrew in the University of Oxford.

Four lectures on *The Prophets and their Writings*.

REV. FRANCIS BROWN, D.D., Professor of Hebrew in Union Seminary, New York.

Three lectures on *The Historical Writings of the Old Testament*.

#### NEW TESTAMENT THEOLOGY.

MR. JOHN MASSIE, M.A., Professor of New Testament Exegesis in Mansfield College.

Three lectures on *Introduction to the New Testament*.

REV. MARCUS DODS, D.D., Professor of New Testament Exegesis in New College, Edinburgh.

Six lectures on *The Theology of Jesus*.

REV. W. SANDAY, D.D., Dean Ireland's Professor of Exegesis in the University of Oxford.

Six lectures on *The Theology of St. Paul*.

REV. T. C. EDWARDS, D.D., Principal of the Theological College, Bala.

Three lectures on *The Epistle to the Hebrews*.

#### APOLOGETIC THEOLOGY.

REV. A. B. BRUCE, D.D., Professor of New Testament Exegesis in the Free Church College, Glasgow.  
Six lectures on *The Christian Origins*.

REV. A. CAVE, D.D., Principal of Hackney College, London.  
Three lectures on *The Philosophy of Common Sense and the reality of the Spiritual World—the basis of every Theology*.

#### DOGMAТИC THEOLOGY.

REV. A. M. FAIRBAIRN, D.D., Principal of Mansfield College.  
Six lectures on *The Place of Christ in Modern Theology*.

## SHRINKING DIVIDENDS AND HIGHER EDUCATION.

NOT long ago, in one of the middle articles to which the faithful reader turns for his mentor's more ingenious speculations, the *Spectator* discussed the woes of the well-to-do and came to the conclusion that the gradual shrinkage in dividends from investments would tend on the whole to promote higher education especially among women.

So far as boys and girls go, the shrinkage in large incomes is clearly furthering the prosperity of good day schools. People with large families can thus get a good education for their children at a moderate price. And, as so many of the *rentier* class can live where they please, we see a concentration of families of that kind in towns like Clifton, Oxford, and Bedford, where there are specially good educational opportunities.

But the *Spectator* was thinking of adults: of the people, in short, who come to University Extension lectures. Its argument came to this that, as large incomes tend to shrink, the 'comfortable' classes, and especially their womenkind, will turn to education as the best way of insuring a means of livelihood to fall back upon in case of need. Moreover, the writer continued, the same people will begin more clearly to realise that intellectual interests are more worth while than the pursuit of fashion, and that their gratification, while involving a comparatively small outlay, ends in something better than emptiness and vexation of spirit.

That is to say, the gradual reduction in the number of large incomes, which the economic tendencies of our time are inevitably bringing about, does not threaten so seriously as some had anticipated the interests of higher education even among the leisured classes which have hitherto been among the most highly educated. But there is another side to the question which is still more reassuring. National wealth is not shrinking: it is big incomes which are becoming smaller. There is far more wealth to divide every year than there ever was before; but more people get a share of it. An increasingly large number of citizens, therefore, are able to afford the luxury of higher education. Instead of being the privilege of the few, the opportunity of obtaining the highest education may gradually be brought within the reach of the many.

But the more incomes are equalised (not, of course, that incomes ever will be actually equal, but it is clear that the extremes of poverty and riches are becoming less far apart) the greater need there will be for co-operation in educational matters. Individuals will be able to afford less, the community more. Hence we may look forward to a gradual growth of co-operative agencies in higher education, and among others to the development of University Extension teaching.

## PROPOSED FORMATION OF A MID-LAND DISTRICT FEDERATION.

ON Friday, February 5, an important conference was held in the Town Hall, Leamington, to consider the desirability of forming a Midland District Association, in connection with the various Universities engaged in the movement. Letters apologising for absence, and in support of the movement, were read from Miss Timmins, Birmingham centre; Mr. T. Cramp, Coventry; Mr. A. Flower, Stratford-on-Avon; Miss Fitton, Malvern; Mr. E. D. Bostock, Stafford; and Dr. Percival, Rugby, who was at the last moment prevented from attending. There are nine centres in the Midland District within easy reach of Leamington, and in 1891 the lectures at these centres were attended by no less than 1864 persons, whilst the average attendance per lecture was 207, or nearly fifty per cent. higher than that of the rest of England. Mr. F. W. Francis, Leamington, was voted to the chair. Mr. S. S. Stanley, the local secretary, explained that a good deal of correspondence had taken place, the result being that it was determined to call the present meeting of the representatives of the various centres in the Midland District.

The Secretary to the Oxford Delegates first dwelt on the advantages of federation, and said that this was now the most important district of England which had no federation of University Extension centres. He had no doubt himself that in three points these associations had been exceedingly useful. First, they had provided for the interchange of experience among local committees; secondly, by promoting concerted action and enlisting influential supporters they had raised the status of University Extension in public estimation; thirdly, they had tended to encourage centres to enjoy the advantages of a connection with more than one University. The inclination on the part of certain centres to form an association in order to raise the standard of the work, was a sign that those centres had advanced in their ideas of educational organisation. Taking eight centres in the district, it seemed to him the least they ought collectively to spend on teaching of this kind was £2000 a year. When they thought of the amount of money spent on the elementary education of boys and girls, £2000 a year was a small sum. To spend more on continued education would save waste of some of the money now spent on elementary education. The £2000 ought to be put into a common purse, and the eight centres would then form, as Dr. Roberts had well said, a floating University College by co-operative effort. He suggested that they should engage, at a suitable stipend, an energetic organizing secretary, whose duty it would be, after ascertaining the preferences of the various centres in the district, to go to Oxford and Cambridge, or other Universities, and find out a sufficient number of lecturers qualified to meet the educational needs of the locality. The secretary would also collect money for scholarships, carry on the correspondence, and gather together a students' lending library. He would like to see a great number of local scholarships to send men and women from every district to the summer meetings at each University, and he thought that, as this district had done so much in English history for literature, education, and science, it would be gratifying to everybody, and only in keeping with their traditions, if they were to make their Federation of University Extension centres, a powerful engine for an entirely new, but much needed development, of educational work.

A discussion ensued, at the close of which a resolution was passed to the effect that it was desirable to form a Midland Association, and the secretary (Mr. S. S. Stanley) was requested to communicate with the centres and make the necessary arrangements for a future meeting.

## OXFORD UNIVERSITY EXTENSION LECTURERS' RESERVE FUND.

SUBSCRIPTIONS AND DONATIONS RECEIVED SINCE  
JULY 1, 1891.

*For Statement of Accounts, see August and September numbers, 1891.*

	£	s.	d.
Anou.	.	.	0 0
Miss Walton	.	25	0 0
Miss Gaskell	.	2	0 0
Ilkley student	.	1	0 0
Miss Brassey	.	1	1 0
Miss Tetley	.	0	10 0
Miss Cecil	.	0	10 0
Miss Mabel Harrison	.	0	10 0
Miss S. S. Partridge	.	0	10 0
Miss E. B. Partridge	.	0	10 0
Miss S. M. Scott	.	0	10 0
Miss Dunlop	.	0	10 0
Miss Cowley	.	0	10 0
Miss Brown	.	0	10 0
Miss Fletcher	.	0	10 0
Mrs. Crompton Jones and the Misses Jones	.	2	0 0
Miss McClure	.	0	10 0
Miss M. E. Holland	.	0	10 0
Miss Milne (for Altringham Students' Association)	.	2	0 0
Miss Woolstou (4th subscription)	.	5	0 0
Miss Edwards (4th subscription)	.	5	5 0
Miss Edwards	.	0	10 0
Miss Smith	.	0	10 0
Miss Ambler	.	0	10 0
Miss Walton	.	0	10 0
Mrs. Martin	.	0	10 0
Miss Borlase	.	0	10 0
Miss Snowdon	.	0	5 0
Miss Williams	.	0	10 0
Miss Purton	.	0	10 0
Miss Rutley	.	0	10 0
Miss Cooke	.	0	5 0
Miss Goldie	.	1	0 0
Miss Bentley	.	0	10 0
Miss Trousdale	.	0	10 0
Miss Lawford	.	0	10 0
Miss Beard	.	0	10 0
Miss Prideaux	.	0	10 0
Miss Pearse	.	0	10 0
Anon. (2nd of three annual subscriptions)	.	5	0 0
Miss Probert	.	0	10 0
Miss Harris	.	0	10 0
Miss D. Harris and Miss J. Harris	.	1	0 0
Miss Lelacheur	.	1	0 0
Miss Marion Harrison	.	0	10 0
Miss Alice Lund	.	0	10 0
Miss J. Reed	.	0	5 0
H. W. Hills, Esq., and Miss Hills	.	1	0 0
Miss L. A. Floyd (3rd of five annual subscriptions)	.	3	0 0
Miss Lelacheur Edwards	.	0	10 0
Miss Sharp	.	0	10 0
H. Pethick, Esq.	.	0	10 6
Miss Harlow	.	0	10 0
Mr. and Mrs. M. E. Sadler	.	1	0 0

## STUDENTS' ASSOCIATIONS.

### Notice.

In a future number we shall print a list of the Centres where Students' Associations are in existence, together with the addresses of their Secretaries, the number of members, the amount of the annual subscription, and the number of meetings held during last year. Information on these points should, in order to secure insertion, reach the editor before the end of March.

## ARRANGEMENTS FOR SPRING 1892

(exclusive of County Council courses).

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
GRANGE (afternoon) ...	6	Puritan Revolution ... ...	Rev. W. H. SHAW, M.A.	Jan. 18	Mar. 28
WHITEHAVEN (evening) ...	6	Puritan Revolution ... ...	" "	Jan. 22	Apr. 1
*EDGBASTON (afternoon) ...	12	Puritan Revolution ... ...	" "	Jan. 20	Mar. 30
*RUGBY (evening) ...	12	Puritan Revolution ... ...	" "	Jan. 20	Mar. 30
PENDLETON (evening) ...	6	Puritan Revolution ... ...	" "	Jan. 14	Mar. 24
RHYL (evening) ...	6	Venice ... ...	" "	Jan. 26	Apr. 5
ANCOATS (evening) ...	6	Venice ... ...	" "	Jan. 13	Mar. 23
KEIGHLEY (evening) ...	6	Venice ... ...	" "	Jan. 18	Mar. 28
RUNCORN (evening) ...	6	Florence ... ...	" "	Jan. 11	Mar. 21
DEWSBURY (evening) ...	6	Social Reformers ... ...	" "	Jan. 19	Mar. 20
CHORLEY (afternoon) ...	6	Social Reformers ... ...	" "	Feb. 10	Apr. 20
SKIPTON (evening) ...	6	Physiography ... ...	H. J. MACKINDER, M.A.	Jan. 22	Feb. 26
BRADFORD (evening) ...	6	Physiography ... ...	" "	Jan. 14	Feb. 25
*HEBDEN BRIDGE (evening) ...	6	Physiography ... ...	" "	Jan. 20	Feb. 17
YORK (evening) ...	10	English Painters ... ...	D. S. MAC COLL, M.A.	Jan. 18	Mar. 21
*BOURNEMOUTH (morning) ...	12	England in the 18th Century ...	J. A. R. MARRIOTT, M.A.	Jan. 22	Apr. 1
*BOURNEMOUTH (evening) ...	12	English Novelists ... ...	" "	Jan. 21	Mar. 31
SHREWSBURY (evening) ...	6	Age of Anne ... ...	" "	Jan. 26	Apr. 5
WELLINGTON (afternoon) ...	6	English Novelists ... ...	" "	Jan. 26	Apr. 5
KNUTSFORD (afternoon) ...	6	English Novelists ... ...	" "	Jan. 27	Apr. 6
CHESTER (afternoon) ...	6	English Novelists ... ...	" "	Jan. 28	Apr. 7
CHESTER (evening) ...	6	Work and Wages ... ...	" "	Jan. 27	Apr. 6
*NEWPORT, I. W. (evening) ...	12	The Stuarts ... ...	" "	Jan. 20	Mar. 30
*RYDE (afternoon) ...	12	English Colonies ... ...	" "	Jan. 19	Mar. 20
*VENTNOR (afternoon) ...	12	The English in India ... ...	" "	Jan. 20	Mar. 30
BANBURY (evening) ...	6	Europe since Waterloo ...	" "	Jan. 29	Apr. 8
*SOUTHBOROUGH (private course) (morning)	12	English Colonies ... ...	" "	Jan. 21	Mar. 31
FRODSHAM (evening) ...	6	Europe since Waterloo ...	" "	Jan. 28	Apr. 7
CHELTENHAM COLL. (private course) (morning)	7	English History ... ...	" "	May 5	June 16
*READING (afternoon) ...	12	Shakespeare ... ...	J. CHURTON COLLINS, M.A.	Jan. 30	Apr. 9
*HUDDERSFIELD (evening) ...	12	Tudor Period ... ...	Rev. C. G. LANG, M.A.	Jan. 27	Apr. 6
DOVER (afternoon) ...	6	French Revolution ... ...	C. E. MALLET, B.A.	Feb. 10	Apr. 20
DOVER (evening) ...	6	French Revolution ... ...	" "	Feb. 10	Apr. 20
WINCHESTER (afternoon) ...	6	French Revolution ... ...	" "	Feb. 11	Apr. 21
*MARGATE (evening) ...	12	England in the 18th Century ...	" "	Feb. 12	Apr. 22
*RAMSGATE (afternoon) ...	12	England in the 18th Century ...	" "	Feb. 13	Apr. 23
LOUTH (evening) ...	6	England in the 18th Century ...	" "	Feb. 4	Apr. 14
SANDWICH (evening) ...	6	The Stuarts ... ...	" "	Jan. 26	Apr. 5
GLoucester (evening) ...	12	English Prose Writers ... ...	" "	Jan. 18	Apr. 4
STROUD (afternoon) ...	12	English Prose Writers ... ...	" "	Jan. 18	Apr. 4
EVESHAM (evening) ...	6	English Essayists ... ...	" "	Feb. 2	Apr. 12
WARRINGTON (afternoon) ...	6	Shakespeare ... ...	F. S. BOAS, M.A.	Jan. 26	Apr. 5
*RAWTENSTALL (evening) ...	12	Shakespeare ... ...	" "	Jan. 27	Apr. 6
WARE (afternoon) ...	8	Shakespeare ... ...	" "	Jan. 13	Apr. 13
KIDDERMINSTER (afternoon) ...	6	Chaucer and Spenser ... ...	" "	Jan. 22	Apr. 1
NELSON (evening) ...	6	Tennyson and Browning ... ...	" "	Jan. 28	Apr. 7
ULVERSTON (evening) ...	6	Representative Men. The Tudors ...	" "	Jan. 26	Apr. 5
ST. MICHAEL'S HALL, BRIGHTON (private course) (morning)	6	Representative Men. The Stuarts ...	" "	Feb. 4	Apr. 14
SWINDON (afternoon) ...	6	Wordsworth and Tennyson ...	Rev. J. G. BAILEY, LL.D.	Feb. 3	Apr. 27
SWINDON (evening) ...	6	Wordsworth and Tennyson ...	" "	Feb. 3	Apr. 27
HOVE (WEST BRIGHTON) (afternoon)	12	Shakespeare ... ...	" "	Jan. 22	Apr. 8
NEWBURY (afternoon) ...	6	Shakespeare ... ...	" "	Feb. 4	Apr. 14
HIGH WYCOMBE (evening) ...	6	Design ... ...	C. R. ASHBEE, M.A.	Jan. 11	Mar. 21
ABERGAVENNY (afternoon) ...	6	Series of Shakespeare's Plays ...	R. W. BOND, M.A.	Jan. 30	Apr. 9
BRECON (afternoon) ...	6	Series of Shakespeare's Plays ...	" "	Feb. 1	Apr. 11
BRECON (evening) ...	6	Series of Shakespeare's Plays ...	" "	Feb. 1	Apr. 11
NANTWICH (afternoon) ...	6	Victorian Poets ... ...	E. K. CHAMBERS, B.A.	Jan. 28	Apr. 7
+HALIFAX (evening) ...	6	Venetian Art ... ...	W. G. COLLIINGWOOD, M.A.	Jan. 21	Mar. 31
+RUGBY (afternoon) ...	6	Venetian Art ... ...	" "	Jan. 22	Apr. 1
MATLOCK (afternoon) ...	6	Venetian Art ... ...	" "	Jan. 23	Apr. 2
*ROMSEY (afternoon) ...	6	Relation of History to Painting. Part II	K. D. COTES, M.A.	Feb. 8	Apr. 5
LYNDHURST (afternoon) ...	6	Relation of History to Painting. Part I.	" "	Feb. 3	Mar. 9
BACUP (evening) ...	6	Three Centuries of Working Class History	W. A. S. HEWINS, B.A.	Feb. 9	Apr. 12
MARPLE ...	6	Great Novelists of the 19th Century	J. A. HOBSON, M.A.	Jan. 12	Mar. 22
*REIGATE (afternoon) ...	12	Literature of the 18th Century ...	E. L. S. HORSBURGH, M.A.	Jan. 26	Apr. 5
REIGATE (evening) ...	6	Epochs of English History ...	" "	Jan. 18	Mar. 28
TUNBRIDGE WELLS (afternoon) ...	10	Growth of Parliament ... ...	" "	Jan. 29	Apr. 1

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
*GODALMING (evening)	12	French Revolution	E. L. S. HORSBURGH, M.A.	Feb. 2	Mar. 8
*BEDFORD (afternoon)	12	French Revolution	" J. A. V. MAGEE, M.A.	Jan. 25	Apr. 4
WINSLOW (evening)	6	Growth of National Life	" E. H. SPENDER, B.A.	Jan. 25	Apr. 4
*GRAVESEND (evening)	12	Victorian Writers	" C. CARUS-WILSON, F.G.S.	Jan. 25	Apr. 4
ASHFY-DE-LA-ZOUCH (afternoon)	6	Victorian Writers	"	Jan. 28	Apr. 7
BATH (afternoon)	6	Outlines of Geology	"	Jan. 28	Apr. 7
BATH (evening)	6	Outlines of Geology	"	Jan. 28	Apr. 7
LEOMINSTER (afternoon)	6	Outlines of Geology	"	Jan. 26	Apr. 5
*BRIDPORT (evening)	12	Outlines of Geology	"	Jan. 19	Mar. 29
*MALVERN (afternoon)	12	Outlines of Geology	"	Jan. 27	Apr. 6
*MALVERN (evening)	12	Outlines of Geology	"	Jan. 27	Apr. 6
CLEVEDON (afternoon)	6	Outlines of Geology	"	Jan. 29	Apr. 8
ILKLEY (evening)	6	Outlines of Geology	"	Feb. 4	Apr. 12
LEAMINGTON (evening)	6	Outlines of Geology	"	Feb. 5	Apr. 13
HEREFORD (afternoon)	8	Outlines of Geology	"	Jan. 25	Apr. 18
SOUTHEND (evening)	12	Electricity	H. GORDON, M.A.	Nov. 16	Mar. 28
BASINGSTOKE (evening)	6	Physiography	R. A. GREGORY, F.R.A.S.	Feb. 2	Apr. 12
SALISBURY (afternoon)	6	Astronomy	"	Feb. 4	Apr. 14
SALISBURY (evening)	6	Astronomy	"	Feb. 4	Apr. 14
SHEERNESS (evening)	12	Electricity	"	Feb. 3	July 6
NEWPORT, MON. (evening)	12	Astronomy	W. E. PLUMMER, M.A.	Jan. 22	Apr. 8
*PENRITH (evening)	12	Physiography	H. R. MILL, D.Sc.	Jan. 21	Mar. 31
KESWICK (evening)	6	Physiography	"	Jan. 18	Mar. 28
GORTON (evening)	6	Physiography	"	Jan. 19	Mar. 29
DENTON (evening)	6	Physiography	"	Jan. 20	Mar. 30
*RYDE (evening)	12	Hygiene	C. H. WADE, M.A.	Jan. 14	Mar. 24

\* Continued from Autumn 1891.

### BOOKS ON OUR TABLE.

*The Realm of Nature.* Dr. Hugh Mill, Oxford U. E. Lecturer. (London, Murray's University Extension Manuals, 8vo. pp. xii-369. With 19 coloured maps and 68 illustrations).

An excellent handbook on physiography. It should enjoy a wide circulation.

*The French Revolution.* Principal J. E. Symes. (London, Methuen's University Extension Series. Crown 8vo. pp. ix.-160.)

A well arranged and concise summary of the most significant facts and the chief lessons of the Revolution.

*The Literature of France.* H. G. Keene, Oxford U. E. Lecturer. (London, Murray's University Extension Manuals, 8vo. pp. 219.)

A useful and handy introduction to a subject which should be more prominent in the programmes of the local organisers of University Extension.

*A Primer on Browning*, by F. Mary Wilson. (London, Macmillan & Co. 8vo. pp. vii-248.)

As a great poet cannot be too widely read, and there are many people who, before they will venture to read Browning, need the stimulus of spoken or printed words of guidance and encouragement, the objects of this little book are commendable and its contents well planned to gain its purpose.

*The Oxford Shakespeare.* Complete works, edited, with glossary, by W. J. Craig. (Oxford, Clarendon Press. Crown 8vo. pp. viii-1264.)

A welcome addition to the list of cheap and handy Shakespeares. Printed in type which, though necessarily small, is clear and well-chosen, the *Oxford Shakespeare* is designed to meet the needs of the innumerable societies now engaged in the study of the plays.

*University Extension* The excellent Journal of the American Society.

The January number contains—A Step Forward; The University Extension Lecturer, I (a capital article by the President, Dr. James); The Universities and the Elementary Schools; Economics I; The Ideal Syllabus; and Notes.

The number for February is the best which has yet been published. Two papers in it, viz. Dr. James' essay on the Extension Lecturer and Mr. Mackinder's on the Education of Citizens, are to be counted among the shrewdest and most stimulating criticisms of Extension work which have hitherto appeared. There is also a capital contribution from Mr. Winship.

Copies can be obtained from the Secretary, Mr. George Henderson, corner of 15th and Chestnut Streets, Philadelphia. The subscription for one year is 3 dollars, but a single number can be purchased for 25 cents.

### SECOND LIST OF MAGAZINE ARTICLES, ETC., ON UNIVERSITY EXTENSION.

[The first list appeared in the 'Gazette' for January, 1892.]

A LOCAL SECRETARY [Author known.]

'The Classes and the Masses' at Oxford. (Account of Summer Meeting.) *National Review*, London, October, 1888.

A further letter on the same subject by same writer. *National Review*, December, 1888, p. 575.

ANDREWS, ALICE M.

'An Oxford Picnic.' *Cheltenham Ladies' College Magazine*, No. XXIV, Autumn, 1891.

ANONYMOUS.

'A Teaching University for London.' *Quarterly Review*, January, 1892.

'British Fads and French Folly.' *National Observer*, January 23, 1892.

Article on 'University Extension.' *Whitaker's Almanack* (large edition) for 1891.

A. V.

'Account of the Oxford University Extension System.' *La Nazione*, Florence, April 13, 1890.

BOAS, F. S.

'The University Extension System.' *Time*, London, October, 1889.

CHURTON COLLINS, J.

'The "Ideal" University.' *Nineteenth Century*, February, 1892.

HENDERSON, C. HANFORD.

'University Extension.' *Popular Science Monthly*, U.S.A., November, 1891.

KRÜGER-WELTHUSEN.

'Die Universitäts-Erweiterung in England.' *Allgemeine Deutsche Universitäts-Zeitung*, Berlin.

I. May 15, 1891. History of the movement.

II. June 15, 1891.

III. July 1, 1891. Organisation.

IV. July 15, 1891.

V. Aug. 1, 1891. Summary.

VI. Dec. 15, 1891. The Summer Meeting.

LEATHIES, STANLEY.

'University of Cambridge and Technical Education.' *Educational Review*, January, 1892.

LECLERC, MAX.

'Les Missions Universitaires et la Question Sociale en Angleterre.' *Revue Bleue*, January 16 and January 23, 1892, vol. 49, nos. 3 and 4.

## PRIZE ESSAY COMPETITION.

### *Amendment of Conditions.*

Two prizes, of one guinea and half-a-guinea respectively, are offered for the best original essays by Oxford University Extension Students on the following subject :—

*Contrast the Ascetic and Renaissance Ideals of Human Culture.*

One or both of the prize-essays will be published in the May number of the *Oxford University Extension Gazette*.

The essay-competition will be continued in future months ; and the subjects set for the essays, which will be drawn in succession from history, literature, economics and natural science, will all bear on the studies now being undertaken by students in preparation for the Oxford Summer Meeting of 1892.

### RULES OF THE MARCH COMPETITION.

1. The competition is confined to students who are now attending Oxford University Extension courses, or have attended such courses in any session since October 1890, or were present at the Oxford Summer Meeting of 1891.

2. Each essay must reach the Editor of the *Oxford University Extension Gazette* (University Press, Oxford), fully prepaid, and not later than the first post on April 15.

3. No essay must contain more words than can be printed in medium type on one and a half pages of the *Gazette*,—that is, not more than 1800 words.

4. Essays must be written in a clear hand, on numbered pages, and on one side of the paper only. Each page must bear the writer's name or pseudonym.

5. Writers must send, with their essays, their name and address. In the case of the successful essays, the name and address of the writers will be printed in the *Gazette*. In the May *Gazette* the receipt of unsuccessful essays will be acknowledged, and all the essays will be classed according to merit in three divisions. If expressly desired by the writers, the Editor will only give the pseudonyms of the unsuccessful competitors.

6. Should the adjudicator decide that no essay is good enough for the first division, the prizes will be withheld.

7. No student will be allowed to receive more than four prizes in twelve months, but all essays received will be classed according to merit, and the best essay will, in every case, be printed.

8. The Editor can only return those essays which reach him accompanied by stamps fully covering return postage.

9. No attention can be given to any compositions which fail to observe the above regulations.

[Competitors are desired to note the new paragraphs 6 and 7.]

## JANUARY PRIZE ESSAY COMPETITION.

*Subject* :—‘Estimate the probable effect of Weismann’s biological studies on theories of education.’

Only two essays have come to hand for this competition—from ‘Plasm’ and Mr. Robert Halstead.

The essay by ‘Plasm’ is the best sent in, but is disqualified from receiving a prize, and from publication, by its length, which exceeds that prescribed in the conditions.

The essay sent in by Mr. Robert Halstead has been placed in the second division, and receives a special prize of half-a-guinea [see regulation 6]. Mr. Robert Halstead was a working-man scholar at the Summer Meeting of 1891, and a student at the Hebden Bridge centre during 1891–92. His address is, 39 Birks Terrace, Walsden, near Todmorden.

## INFORMATION TO CONTRIBUTORS.

All communications should be addressed to the Editor, OXFORD UNIVERSITY EXTENSION GAZETTE, University Press, Oxford.

All matter intended for insertion in the April issue should reach him not later than March 21.

Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

N.B.—All orders should carefully specify the full title, OXFORD UNIVERSITY EXTENSION GAZETTE.

## MURRAY'S

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**THE REALM OF NATURE: A Manual of Physiography.** By HUGH ROBERT MILL, D.Sc., University of Edinburgh. With 19 Coloured Maps and 68 Illustrations. 5s.

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**THE PHILOSOPHY OF THE BEAUTIFUL.** By Prof. KNIGHT, University of St. Andrews. 3s. 6d.

The following are at Press, and nearly ready:—

**OUTLINES OF ENGLISH LITERATURE.** By WILLIAM RENTON, University of St. Andrews.

**THE FRENCH REVOLUTION.** By C. E. MALLET, Balliol College, Oxford.

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# THE OXFORD UNIVERSITY EXTENSION GAZETTE

A MONTHLY RECORD AND MAGAZINE DESIGNED TO FURTHER THE AIMS  
OF

UNIVERSITY EXTENSION IN ENGLAND AND WALES

## CONTENTS

- |  |   |
|--|---|
| Notes on the Work  | Hints for Preparative Home-Reading                          |
| Miss Clough of Newnham College, Cambridge                                    | The Federation of Extension Centres                         |
| Shoemakers and University Extension  | The Great Thaw  |
| A Financial Experiment at Exeter   | County Council Aid to University Extension Lectures         |
| Mr. Ruskin's Motto for University Extension                                  | Scholarships and Prizes                                     |
| South-Eastern Counties' Association for the Extension of University Teaching | Oxford University Extension Calendar of Examination Results |
| Munificent Endowment for University Extension                                | Arrangements for Spring, 1892                               |
| Concerning the Centres   | Lectures in Aid of the Scholarship Fund                     |
| University Extension and Tottenham Court Road                                | Oxford University Extension Lecturers' Reserve Fund         |
| Letters to the Editor  | Books on our Table  |
| The Sigh of a Stupid Student   | Prize Essay Competition, April                              |
| The Oxford Summer Meeting of 1892  | Result of February Essay Competition                        |

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# OXFORD UNIVERSITY EXTENSION GAZETTE.



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APRIL, 1892.

[ONE PENNY.

\* \* \* Inquiries for Oxford University Extension Courses should be addressed to the Secretary, University Extension Office, Examination Schools, Oxford. He will send, on application, the list of lecturers and scale of fees. The Lecturers' Programmes, etc., for 1892-93 are now ready, and can be obtained by members of Local Committees free by post.

## NOTES ON THE WORK.

An important conference will be held in Oxford on April 27 and 28, to consider the relations between the Universities and the County Councils in regard to technical and scientific education. The University of Cambridge and Victoria University will be officially represented at the conference, to which the Oxford Delegates have invited two representatives, with the organising secretary, of each County Council Technical Instruction Committee with which any of the three Universities have acted in concert during the past year. Among the subjects on the agenda paper are the arrangement of summer courses of scientific teaching in University towns; the provision of special lectures in science for elementary teachers; the methods of organising peripatetic instruction; and the employment of local, in connection with the travelling, teachers.

In the *Manchester Guardian* for March 8, 'Verax,' who is a consistent friend of University Extension, suggests that the village schools should be at the service of all who seek in any way to instruct or improve the people. 'Is it utterly Utopian and absurd,' he continues, 'to hope that in course of time the University Extension Lecturers may try their hand with the villagers? The parson has to preach to the poor and simple; why should not the missionaries of the Universities do the same? The examinations and the certificates of proficiency might be dispensed with. It would be something to let in a little light upon the history of the nation and upon the physical wonders and the unyielding laws of the universe in which we live.' Much has been done this winter to extend University teaching to the villages. But we have merely broken ground. The serious attack on the villages is still to come. And it must be made with well-illustrated lectures on history designed to excite patriotism and human sympathy.

One of the University Extension lecturers recently gave at a village centre an address on the applications of science to farming operations. The local paper subsequently contained a paragraph that a lecture had been delivered on 'Christianity applied to agriculture.'

A correspondent writes: 'Some years ago the Oxford Extension lectures at a north country centre were attended by a collier, who used regularly, being an unmarried man and of frugal habits, to lay by part of his wages until he had saved enough to support himself for three or four months' study. When his funds were exhausted, he sought employment at the pit again. I made his acquaintance during one of his periods of study, and found that he spent most of his day in the free library of the city, just as a scholar in Oxford haunts the Bodleian. He is now, I see, a Parliamentary candidate for a northern borough.'

At Oakengates (Salop) half the audience at the recent Oxford Extension lectures consisted of men employed at engineering and manufacturing works.

One of the University Extension staff was recently giving a lecture on iron in an industrial centre in a northern county. His audience was largely composed of ironworkers. Before he began his lecture, he asked his hearers to pull him up if he went wrong on any practical point. At the end of his lecture, which was uninterrupted, one of the working-men said, 'We couldn't catch you out in a mistake, and we think you must have been in the business.'

An artisan student, in acknowledging the receipt of a prize awarded for an essay on a scientific subject, writes to us, 'It will help me to replenish a scanty library, and satisfy a craving for knowledge which Extension lectures have greatly strengthened and developed.'

Mr. C. R. Ashbee has formed at High Wycombe a Students' Union, which will meet regularly to discuss such subjects as 'The relation of the designer to the workman,' 'The prospects of craftsmanship in the development of capital and labour,' 'How best to promote good design at High Wycombe,' 'The possible influence of Trade Unions in Wycombe on the improvement of the standard of "design" and "workmanship,"' 'A comparison between the modern and the mediaeval workman and the standard of the workman of the future.' Most of the members are working-men engaged in the industries of Wycombe.

In an interesting leading article in its issue of March 11, the *South Bucks Standard* alludes to 'the extremely clear and lucid way in which Mr. Ashbee' (who has been giving an Oxford Extension course on 'Design' at High Wycombe) 'has throughout his lectures inculcated into the minds of his students the principle of artistic design in furniture. It is undoubtedly highly necessary that a pure and artistic comprehension of design should be obtained by every chair-maker who wishes to rise to the higher branches of his trade, and Mr. Ashbee's lectures will no doubt confer an inestimable benefit on all who have attended them.'

In February we published extracts from a letter written to Miss Gardner of Philadelphia by a Northumberland miner, who described the interest taken in University Extension in his district. Through the kindness of Mrs. Leaf, we have since received from a number of students, who recently attended a course of lectures by Mr. Boas at Streatham, the sum of £10 to enable one or two of the miners to visit this year's Summer Meeting at Oxford or Cambridge. The scholarships have been awarded to the writer of the letter to which we have referred, Mr. John U. Barrow of Backworth, and to Mr. William Morton, who have chosen to attend the Oxford Meeting in August.

The Delegates have received from the Rev. E. F. Sampson, Senior Censor of Christ Church, a scholarship of £5 to enable a poor man to visit Oxford for part of the Summer Meeting.

An esteemed correspondent writes: 'Two hard-working lady teachers in the Isle of Man who would much like to attend the Summer Meeting at Oxford, but cannot afford the expense, are debarred from entering the Scholarship competition as they are not Extension students. Can anything be done to help them?' This is a hard case and there are doubtless others like it. We regret that the conditions of the Scholarship competition debar these ladies from entering. If any one cares to help the ladies in question or others in a similar position, we will disburse the funds so subscribed.

Seven thousand five hundred and twenty lectures have been delivered in the University of Oxford during the present term. There have thus been given, on the average, one hundred and fifty-six lectures a day. These figures (our authority for which is furnished by the official 'Schedules of Lectures authorised by the Boards of Faculties of Theology, Law, Medicine, Natural Science and Arts for Hilary Term, 1892,') do not take into account nineteen additional courses the dates of which were not arranged at the time of the publication of the Schedules. Nearly twice as many lectures have thus been given during this spring in Oxford alone as in the whole Extension system throughout England. In the regions of the highest teaching, the printing-press seems to stimulate, rather than to supersede, the exercise of the human voice.

The Gresham University Charter has been withdrawn since our last issue, and the opposition to the scheme has been a curious study in public opinion. The proposals of the Privy Council would probably have been accepted by Parliament had it not been for the indefatigable opposition of the London 'Extensionists,' whose claims were publicly advocated by Mr. Spencer Hill. Mr. Hill and his friends could not themselves have defeated the scheme, but their persistency at length moved more sluggish institutions to join in the fray, which at length became a general engagement, ending rather in the retirement than the defeat of the forces under the command of Sir George Young.

The London Extension Society helps the whole movement by arranging for the delivery by some distinguished person of an annual address to its students. This year the chosen speaker was Canon G. F. Browne, who, as Lord Ripon truly said, deserves hearty thanks for his untiring labours at Cambridge on behalf of University Extension. Mr. Browne was acute enough to see from the first that University Extension is, in the true sense, a conservative policy, and his perception of this fact has smoothed away many administrative difficulties. On March 21, however, his aim was perhaps rather to mollify opposition and to allay suspicion than to formulate a policy or inspire enthusiasm. On the question of degrees for University Extension students, he suggested that 'it should be possible for them, on fulfilling some stringent condition as to continuity and sequence and blending of study, to obtain some such title as Associate of Arts.' Experience is against this proposal. The same title was offered by the University of Oxford and no one cared for it. As Canon Browne judiciously said in criticising another scheme, 'the degree would not compete on equal terms with the degrees whose reputation was already established.' The fact is that no Extension centre in England has yet reached the point of organisation which calls for recognition in the form of a degree. The Cambridge Affiliation Statute has greatly stimulated local effort in the arrangement of lectures, but its University privileges are, we believe, a dead letter. The practical upshot of the London meeting is that every one agrees with Lord Ripon in deprecating any degradation of existing University degrees.

We understand that Yale University contemplates undertaking Extension work. Yale will strengthen the movement, and the movement will strengthen Yale.

We are glad to hear from Philadelphia that Dr. James, the President of the American Society for the Extension of University Teaching, who has been suffering from typhoid fever, is convalescent, and hopes to sail for Europe about May 1. He will be in Oxford during that month and in August.

'Our course on Money,' writes Mr. Horace Thomas of the Association Local Centre in Philadelphia, 'has started off well, and is drawing an overflowing audience. Some of the Bank men, who guaranteed the expenses, seem surprised at what University Extension can do.'

Miss Mondy has just issued the new prospectus of the Young People's section of the National Home Reading Union. Those who are engaged in the education of boys and girls will find much to interest them in this paper, which can be obtained from Surrey House, Victoria Embankment, W. C.

A correspondent at Romsey writes to say that they are thinking of engaging the same lecturer for the third term in succession, and find the great benefit of sequence in the arrangement of courses. We have no doubt that any local committee which gives sequence a fair trial will never willingly fall back into old hugger-mugger methods of organisation.

Miss Livett, of Wells, offers the following suggestion as to the 'scarcity of candidates for examination.' 'Let the person in charge of the lending library take it for granted that the majority of students borrowing books intend to present themselves, and let him (or her) keep this idea before their minds throughout the course; let him encourage them by declaring his intention of "going in" himself, and by persuading others of the committee to do so too. I am sure this plan accounted for the percentage at Wells last winter: average attendance at lectures, 125; candidates 22, of whom 17 passed, 10 of them "with distinction."

Dr. Hugh Mill, one of the Oxford Extension lecturers, has just been selected as Librarian to the Royal Geographical Society in succession to Mr. Keltie, who follows the late Mr. H. W. Bates as Assistant Secretary. Dr. Mill, whom we congratulate on his appointment, will be obliged to give up lecturing at centres far distant from London.

Mr. M. J. R. Dunstan, M.A., one of the Oxford Extension lecturers, has been appointed, by the County Council of Notts, Head and Instructor of the Agricultural Department in that county for the next year.

The Rev. W. Danks, formerly an Oxford Extension lecturer, has been appointed Honorary Canon of Ripon.

Our attention has been called to an ambiguity in the Regulations for the competition for Scholarships and Prizes in 1892. The Scholarship Competition is limited to those who require assistance to visit Oxford for a period of study. The competition for Prizes is open to all. But those who are qualified for the Scholarships may also compete for the Prizes.

An additional scientific subject has been set for candidates in the competition for Scholarships. It runs: 'Drinking waters: their sources, varieties, and impurities in relation to domestic use.'

**MISS CLOUGH**  
**OF NEWNHAM COLLEGE, CAMBRIDGE.**

*One of the Founders of University Extension.*

By the death of Miss Clough, University Extension has lost a true friend and, more than a friend, a pioneer. The sister of the Oxford poet, Arthur Hugh Clough, who testified in 1850 to his belief, when beliefs of that kind were less common, 'in the possibility of a gradual, sure, and ultimately large extension of the old Universities,' and whose 'Long Vacation Pastoral,' *the Bothie of Tober-na-Vuolich*, has given to thousands of readers their first true insight into the vital meaning of University life, Miss Clough was herself called to be a leader in the movement of which her brother saw no more than the early promise. Of her work for University Extension before she went to Cambridge, the world as yet has heard little. The record of it lies in the reports of the 'North of England Council for promoting the Higher Education of Women.' Elected Secretary at its first meeting in 1867, President in 1874, she was one of the little band of reformers who roused public opinion to the need of new educational opportunities for women, and provided the audience for those first courses by Mr. James Stuart which were the beginnings of what is now specifically known as 'University Extension.' Of her labours at Cambridge, the fame is already great and will be greater. But in a hundred other English towns it was given to her to be 'the sweet presence of a good diffused.' And of her it will be said by many grateful, though unknown, friends that 'she filled all their house with things desirable, and their garners with her increase.'

**PERSONAL RECOLLECTIONS BY TWO FORMER  
NEWNHAM STUDENTS.**

I.

One always felt that the great fact about Newnham was—Miss Clough. Other colleges—I speak of a time when Newnham and others were already well-established—other colleges shared our eager study; our delight in the new possibilities of learning opened up to us; the generous, unstinted help we received from academical Lecturers; our games; our set debates and never-ending informal discussions; our bright social life: but over and above all these we had at Newnham our unique Principal, true Genius of the place, whose originality and force of character, more felt than perceived, told as much upon the every-day life of the College as in its inauguration.

Hardly half an hour after I took possession of my allotted sanctum in the Newnham precincts, a quiet knock at the door was followed, to my great surprise, by the entrance of the Principal, sparing time from the manifold demands on her attention elsewhere to visit and welcome a new student. Three years later there came a day when Miss Clough made another appearance as unexpected and welcome in my room, and enthroned on a box in the midst of the wild confusion of my packing for final departure, again sat composedly talking of past and future. From one moment to the other there is no portion of the many-sided college life not closely associated with her inspiring presence, interest, influence.

Yet it was all, in a way, so undesigned. The Principal never deliberately set herself to influence anybody; never interfered to guide matters that might fairly be left to the students' self-government; and if she had ambition for their success in the University, its outward sign was an

almost more than motherly solicitude for their physical comfort and well-being, and a steady discouragement of any tendency to overwork. She simply lived out her own life amongst us; and in her personality lay the secret that united in our College its happy freedom and independence with a natural, homelike ease.

Looking back over the later years of Miss Clough's life, it seems hardly possible to do even the barest justice to their opulence of thought and feeling and fruitfulness without the risk of appearing extravagant. Even to those who knew her best it must remain a marvel how, with no great physical strength, she managed to get so much into time no longer than other people's. Her gentle outward manner served to disguise rather than indicate the extreme quickness of thought within; but that, combined with her fertility in the invention of judicious plans to suit any and every set of circumstances, and her phenomenal memory for personal details, went far to account for her influence in affairs, whether of the College, or of education in general, or of the ever-growing host of individuals bound to her by close ties of gratitude and friendship. Year by year fresh lives came close to hers, and while she never neglected old friends because of the new, she never hesitated to make new friends for the sake of the old; the more she had to love, the more love she seemed to have for each.

Though Miss Clough's work was principally among and for women, it was carried on in no exclusive spirit. It seemed as though no human being, man, woman, or child, could come near her without rousing her helpful sympathy. Discussions on 'Woman's Rights,' or kindred topics, would suddenly appear vulgar and distasteful beside her—and needless as well; her methods were different. To one so mellowed in wisdom and all good judgment, anything like hard or noisy advocacy of the best reforms was peculiarly repugnant; yet she never treated even mischievous zeal harshly. She had the fine tolerance that extends itself to the intolerant, and she never used barbed weapons to promote peace. Once when it became necessary to express dissent from the aggressive tone adopted by a public organization struggling for certain ends desired by women, a student to whose lot it fell to draft the letter exhibited her performance with some pride, feeling confident of the Principal's approval. True, the Principal approved of its purport, but, with a humorous smile, far more convincing than argument, the expression was revised, its crudeness toned down, angles smoothed off, till at last the letter was despatched quite as decided as before, but free from the slightest tinge of controversial acrimony; and the student had received an invaluable lesson in polemics. Well might Miss Clough convert opponents into friends, win confidence in her cause, reverence for herself.

She rarely discussed large principles or formulated high theories of life; she lived so entirely in and for them that words seemed superfluous. She was free to devote her whole attention to the practical demands of her work; and in this, while steadily developing its largest possibilities, no tiniest detail was too small for her care; with her nothing was commonplace. But to induce Miss Clough ever to spare herself, ever to delegate to another any bit of drudgery she would fain perform herself, was a task needing deep-laid plans and the ingenuity of a conspirator. Yet amidst all her activity she was not restless—much less bustling—and on rare occasions when she was secure from interruption, and the weariness too often disregarded would make itself imperatively felt, she would subside into a perfect stillness of repose of

look and attitude almost as refreshing to see as it must have been to experience.

A poet's sister, there was in her own nature a fund of unwritten, unthought-of poetry, of which now and again a clear glimpse might be caught,—as when, with a glance at the leafless, interlacing twigs, she spoke of them as ‘so mysterious.’ She loved the open light and air, all natural brightness and colour. ‘The bright sunshine is so reviving,’ she wrote once, ‘and the flowers are so lovely; it is charming to see them in the sunshine with a flock of butterflies hovering over them.... This repose and great brightness is so very soothing.’ The garden at Newnham was her constant care and pleasure; among many favourites she bestowed especial watchfulness on a medlar-tree planted in remembrance of another that grew on the lawn of Merton Hall. She used to speak affectionately of the old days there, and ‘the debates under the medlar-tree.’

Apart from her own special line and the leading topics of the day, Miss Clough’s interests might be reckoned, roughly speaking, as the sum total of the interests of those dear to her. Naturally, therefore, they are past enumeration. Perhaps it was this more than anything that made one feel it a shock ever to hear her spoken of as an ‘old lady.’ Venerable she was in every sense; but she had none of the rigidity of age; many a young woman might have envied her elasticity of mind, her ready sympathy with any kind of worthy endeavour.

And we know that in the near approach of death nothing was changed; the same noble simplicity and total disengagement from self that marked her life, sealed it. In the great pain of loss we may be glad, too, that she was able to keep to the very end her own place of supreme love and honour.

A.

## II.

I do not think that, to begin with, Miss Clough gave the impression of a woman of extraordinary power: if anything, I should say that it was rather the other way. There was a weakness of manner, a certain soft futility about much of what she said and did, a fertility in plans, a complete equanimity when they were brushed aside, which took away from the idea of power. As to principles of government she had none,—every case of every kind was always decided on its own merits. Power of discipline, in the ordinary sense of the word, she did not possess. The ideas of Miss Clough and of ‘keeping people in order’ could not be put together. Her own remark, not without a gleam of humour, to a student, on first seeing Mr. Richmond’s stern and majestic portrait of herself—‘And dear, I shall have to live up to that,’ had significance. She did not live up to it, nor could she, even for half-an-hour, have lived up to that presentation of herself. Of intellect, in the ordinary sense of the word, she had no uncommon degree. Her conversation could not possibly have been called striking. She had not enthusiasm for the ideal: indeed, common sense rather than enthusiasm was characteristic of her.

Yet in less than twenty years she made a little Hall into what has been called a ‘great and growing College.’ She had made it a possibility that in all places where University education exists women may share in it. Oxford and other English Universities have followed where Miss Clough has led. In the very weeks since her death, Scotland and Germany, as if in memory of her, are preparing to open their Universities to women. In the sixteenth century Europe learnt that men may be

scholars without losing manliness: in the nineteenth century Europe is learning that women may be scholars without losing womanliness. And it is Miss Clough’s work and influence which have largely helped to teach the lesson. Last, though far from least, in all quarters of the globe her students are left, though now mourning their loss, to ‘arise and call her blessed.’

The reason why she did this work and gained this love, why men have given in to her and women have obeyed her, lies, as far as one can see, in her power of individualizing, in her absolutely inextinguishable and unfailing kindness to persons, in her selflessness, sense of humour, and in her devotion to the College. As to individuals, it surprised one at the first formal interview with her to be told what one was meant for, what one must do, and what avoid. And, looking back, the care shewn from that day up to the end of her life for one’s own personal self—the keen interest in progress, the watchfulness which first gave one notice of overstrained nerve, the gentleness undeserved and unexpected, the sympathy with the black blank depression of examination fever, the sympathy in success or in failure, the interest in later work, the never-failing welcome, are not less surprising. And, with it all, Miss Clough was not oppressive: she was never one of those ‘that crowded youth nor let thee feel alone.’ Her tact in dealing with persons was wonderful. She may not have been able to measure the whole of every nature: in some probably she missed a good deal. But that which she ever took was very quickly taken, and once taken she knew how to guide and influence without ostentation. No one was left out: she never let one feel oneself outside the circle of her kindness. One might be an advantage to the College or the reverse, clever or stupid, plain or presentable, dull or bright,—to Miss Clough one was her student, and was loved and cared for. As to her selflessness, there must in a growing institution be always the temptation to the founder to desire to rule the whole. To this Miss Clough was superior: she appointed Vice-Principals to the two later Halls, gave them plenty of scope, and worked through them. And, while thus not wishing to do more than she could, her whole life and self and love were given to the College. And that was the secret of her power over the student. She had to deal with young women full of life, at a difficult age to control, coming from homes differing much in creed, class, and social tradition. But they found it morally impossible to do what Miss Clough disliked: they felt the meanness of in any way hurting the College for which Miss Clough had given herself, and which she loved so dearly. As to her sense of humour it is difficult to write for outsiders. One could never quite say whether it was conscious or unconscious. I think mainly unconscious; but in any case it was a power, giving raciness to her speech and to her life. Sayings of the Principal will live long with many students.

It is scarcely possible in thinking of her who has left us, to avoid thinking of her spirit together with that of her brother, the poet; the two so like, yet so unlike. Neither would rest in selfish ease, ‘some life of men unblest he knew, which made him droop,’ is true for sister as for brother. And the sound sane view of womanhood is alike in both, worked out by him in his ‘Bothie,’ by her in her Newnham. Here the likeness ends,—the ‘questing and the guessing Of the soul’s own soul within,’ irresistible to the poet, were not for the sister-spirit. Her’s was the practical religion, based on experience. ‘Prayers, and the *Church Prayers*,’ she once said, ‘should be taught to children, for they come back

to one in lonely places and on the sea.' And her's were the hands 'quicker unto good,' even for the absence of much leaning on the forms of religion. She trusted God for the future and did His will in the present, and so left the matter. The brother's genius was for thought, the sister's for action. She just worked on, through her whole life, seeing gently and wisely and courteously what had to be done, and doing it. Her work used to seem like that of Nature, so silent, gradual, barely perceptible, apparently unconscious, was it. Nothing of the 'strong woman,' nothing of the 'advanced woman,' nothing of the 'influential organiser.' Just the gentle, sweet, and thoughtful lady of Mr. Shannon's portrait. And thus Newnham was a place where women's natures could expand and grow, free from the pressure of sordid cares, of unrealized creeds, of cramping conventions. Genuine religious liberty grew there : the final triumph of religious liberty was attained there, for the orthodox even (I speak gratefully) were at all times tolerated : free discussion between the orthodox and the unorthodox was helpful to both. People learnt how much they had in common. Hard, crude, youthful views altered after three years at Newnham. Natures that had come self-contained and self-centred learnt to expand and to live in the corporate life. Education in the true sense of the word was possible.

She has gone, and none of her students but will feel that something very precious and very tender has gone from their lives. Yet we have this joy that her work will be taken up by skilful hands, keen intellect, and loving and reverent hearts. To old students, and specially to those who can remember the period of Mrs. Sidgwick's government, serene, high-minded, and observant, nothing could be more grateful than to know that she will succeed Miss Clough.

AN OLD NEWNHAM STUDENT.

#### SHOEMAKERS AND UNIVERSITY EXTENSION.

IN the boot-making district of Northamptonshire interesting experiments in University Extension have recently been made by the County Council. The lecturer (Mr. Legge) writes that in all three villages visited by him the audiences were large, and in one case exceptionally so, the working population being well represented everywhere. In proportion to the numbers attending the lectures and classes, few papers were written. This Mr. Legge ascribes to the fact that all his listeners were busily engaged in handicraft during the week. At Irthingborough, a large proportion of young men and women from the shoe factories attended the lectures, and the attendance (out of a population of 2736) never fell below an average of 100 in spite of some very stormy nights and a sharp epidemic of influenza. At Earl's Barton, with a population of 2337 (we quote from the 1881 census returns), the average attendance was 170, and the audience was composed almost entirely of the working classes. Upon one occasion when there had been a severe snowstorm in the afternoon, the lecturer found a gathering of 150 persons awaiting the lecture. These facts show what can be done for the diffusion of University teaching among intelligent populations. It is clear, however, from Mr. Legge's report, and from the experience, that nothing can be done without the vigorous and skilful co-operation of the local secretary. Organisers in other industrial districts might get suggestions from Mr. J. R. Brown of Irthingborough, and Mr. D. E. Sheffield, C.C. of Earl's Barton, of whose aid Mr. Legge speaks in terms of warm appreciation.

#### A FINANCIAL EXPERIMENT AT EXETER.

LIKE most other centres we are in a chronic state of wanting more money than we have got. We are always wishing to extend and develop our work so as to meet the needs of a larger number of our fellow-citizens. The battle of 'Arts' versus 'Science' is always raging, and we think the devotees of both ought to be considered.

Our afternoon audience never trouble us by demanding Science, but our evening audience are pretty equally divided. With much searching of heart we have decided at the end of our first Cambridge 'affiliation' series in Arts to ask to be re-affiliated, and this time in Science. We have not quite abandoned the hope of a little help from the Technical Education Grant which our Town Council have to administer ; but we wish to be in a position to have a repeated course in History or Literature as well, and with that laudable object in view, our students have consented to take up a scheme which, it seems to me, might be practicable in any town of fair size, where a strong body of students exists.

The Students' Association decided on calling a meeting of all past and present students, numbering now nearly a hundred and fifty ; about sixty attended, and the Secretary explained what we desired to do, and asked if the students would each undertake to collect small sums varying from one to five shillings promised annually for three years (the 'affiliation' term). Papers were printed clearly setting forth the object of this quest after shillings, and asking that all who were willing to help should fill in a form which was annexed, and return it with the first year's subscription to —, leaving a blank to be filled in by each student. A small committee of four students was elected who are to serve as receivers. Each student is to send within a fortnight the total sum collected to one of the receivers, and to keep the signed forms, and be responsible for collecting the sum each year. We think that many persons who are not sufficiently interested to subscribe a guinea, and who do not themselves desire to attend the Lectures, will not grudge one shilling a year, whether it be given out of goodwill to the cause, or out of kindness to the collector.

We think that the benefits of this quest will be moral as well as material. It will foster *esprit de corps* and develop a sense of responsibility in the students, and it will spread a knowledge of, and interest in, our work among many who have hitherto ignored it or held aloof from it.

One thousand shillings would produce fifty pounds ; and this is what we should like to get ; but even half that sum would be well worth the trouble of collecting. I shall be happy to report what success we meet with ; but it may be as well to name the idea at once, as some local committees may be now considering ways and means, and the possibility of carrying on work next Term.

JESSIE DOUGLAS MONTGOMERY,  
Hon. Sec., Exeter.

#### MR. RUSKIN'S MOTTO FOR UNIVERSITY EXTENSION.

THIRTY years ago Mr. Ruskin, in speaking of the beginnings of the Oxford University Extension system, gave a motto to the new movement. 'Our object should be,' he said, 'to have no Giotto lost among the hill-shepherds.'

Since that time another friend of the work has suggested as its motto the words 'Dominus illuminatio mea : Deus est Scientiarum Dominus.'

A third and very happy proposal comes from Miss Sharp of Rugby, who recalls Carlyle's words, 'That there should one man die ignorant who is capable of knowledge, this I call a tragedy.' As Miss Sharp truly says, this sentence strikes the keynote of the whole movement.

## SOUTH-EASTERN COUNTIES' ASSOCIATION FOR THE EXTENSION OF UNIVERSITY TEACHING.

THE preliminary report to the Technical Education Committee of the Kent County Council has been issued, and we congratulate the Hon. Secretaries (the Rev. H. E. B. Arnold and Mr. A. Rawlings) on the satisfactory results of their work during the past six months.

The report contains a map of Kent showing the University centres previous to the action of the County Councils (twelve towns), also the position of the seventy-six new centres, at which lectures have been given during the winter. Six lecturers were engaged, and their work has been supplemented by twenty-eight teachers, who have given assistance to the students, many of whom are unaccustomed to express their ideas readily on paper. The lectures have drawn out a large number of voluntary and local workers, who will not only keep alive a keen desire for the continued work of the lecturers, but may prove useful to the Committee in other parts of the work. Before acceding to the request of any neighbourhood, the names of six workers were required who were directly interested in local organization. Thus there were some 450 gentlemen working voluntarily throughout the county. The quality of their work, and the degree of their enthusiasm has been of a variable character: upon the continuance of it, and the deepening of it, all the work absolutely depends.

As regards results the Secretaries say, 'It is yet too early for us to be able to say much: but your Committee will expect us to make a few remarks upon the subject. We will briefly state that we have thought it advisable to discontinue the lectures at fifteen out of the sixty-one centres for the present. The courses of six lectures, which these centres have already received, appear to have satisfied the intellectual demands of these neighbourhoods in the given subjects. It did not appear to us a wise thing to open up to them two subjects in the course of one winter. But we are also of opinion that the supineness of local organization and other local causes, too numerous (and often too frivolous) to mention, have affected the issue. Our regret, however, is tempered by the reflection that we are thus enabled to transfer our lecturers to other villages which have made application to us; and with fifteen such new centres, our work will not be diminished, and the era of our first winter's work will be enlarged. We scarcely dared to hope that any weekly papers would be sent in to our lecturers during our first winter's experiment, but the adoption of the intermediate (or local) class, even in its present imperfect stage of development, has been largely instrumental in bringing about the tangible and solid result of an average of over 350 papers weekly. And if the agricultural labourer, as a class, has not, so far, been largely reached, yet his presence at many centres is a fact, and most noticeable where, owing to a good system of allotments and other favouring causes, his independence has been cultivated, and his position, to some extent, assured. His absence, however, from whatever cause, would seem to be no adequate reason for our withdrawing from any village where a good number of other students of all classes can be gathered together. Our Easter Report promises to give some more definite account of our operations in a total of seventy-six centres: of which forty-six will have received a course of twelve lectures at intervals of a fortnight continuously through the winter, with the accompaniments of lecturers' classes, teachers' classes, papers and examination; and of the remaining thirty centres, fifteen will have received a short course of six lectures (some with examination) before Christmas, and fifteen will have received a similar course after Christmas.'

'In conclusion, we would ask your Committee not to expect too great results in one winter's work, or to base calculations for future action exclusively upon figures or reports which we have drawn together. A desire for this higher education has to be created at the same time that it is being satisfied. It cannot yet be a question of supply

and demand. The work is essentially of a missionary character, and, as such, makes large demands upon zeal and enthusiasm. There can be, however, no doubt that such zeal and enthusiasm has been widely aroused throughout the county, and, for our own part, we confess that we have been quite taken by surprise at the demands made upon us, especially by the smaller villages (many of which have a population of under 500), and gratified at the rapid progress of our work, to which we believe the history of University Extension offers no parallel. Some failure we admit, but, for the most part, success; and this in a village venture in which some of the most experienced of University Extension organizers hesitated to follow us.'

## MUNIFICENT ENDOWMENT FOR UNIVERSITY EXTENSION.

MR. THOMAS DIXON GALPIN, with a view of advancing the cause of education in his native county, has given to the County Council of Dorset the sum of £1000, the income of which is to be annually applied in providing scholarships, to enable natives or inhabitants of the county of Dorset to take advantage of the facilities now afforded to University Extension students for residing in Oxford or Cambridge for a limited time for the purpose of study. The scholarships offered this year consist of three of £10 each, which will enable scholars to pay the University fees, board and residence in Oxford or Cambridge for a month, and third-class railway fare to and from the University; also three of £5 each, which will provide in like manner for a residence of ten days. In addition to these the Dorset County Council have generously provided for six similar scholarships of £10 each.

Any person born in the county of Dorset, or *bona fide* residents therein for a period of one year at least before March 31, 1892, may compete for a scholarship.

The scholarships are called 'The Dixon Galpin Scholarships,' and will be awarded (by Examiners appointed by the University of Oxford) to the writers of the best essays on subjects drawn from History, Literature, Political Economy, and Science. Each candidate may write an essay on one subject only.

All compositions must reach the Secretary, University Extension Office, Examination Schools, Oxford, on or before Monday, June 6, 1892.

The County Council will examine all applications for permission to compete for the scholarships. Intending competitors were therefore required to send their application to the Dorset County Council before March 31, together with evidence that they were eligible for the competition. After examining this evidence, the County Council undertook to inform each applicant of its decision, and furnish to the Donor, and, subsequently, before June 6, to the Examiners at Oxford, a list of those authorised to compete. The essays must be sent to Oxford before June 6, in order that the award may be announced as long as possible before the Summer Meeting. The Examiners' award will, as soon as received, be transmitted to the Dorset County Council for subsequent publication.

The students elected to the scholarships will be required to visit Oxford during the Summer Meeting of University Extension students in August, 1892. Holders of scholarships of £10 are expected to reside in Oxford during the whole meeting. If they are unable to do so, they may resign half their scholarship, retaining, however, the position on the list of scholars to which the excellence of their essay entitled them.

This munificent endowment marks an epoch in the history of University Extension. It indicates a line of fruitful co-operation between the national Universities and the elective local authorities of England in the provision of new and stimulating opportunities of higher education for those men and women who have been hitherto, through the pressure of daily duties or the want of means, excluded from such advantages.

### CONCERNING THE CENTRES.

**BACUP.**—There was a much larger attendance at the third lecture by Mr. Hewins on ‘Three centuries of working-class history’ than at the previous lectures, but there is still room for improvement in this respect. The subject is one of deep interest to the working classes, and the hall should be crowded at every lecture. ‘Mr. Hewins,’ says the *Bacup Times*, ‘is a most agreeable lecturer, and his matter is expressed in an attractive style.’

**BEDFORD.**—Our Students’ Association has maintained a steady activity this term, in connection with Mr. Horsburgh’s second half-course. Two papers have been written for each of its fortnightly meetings, the subject for Feb. 29 being a ‘Comparison between the views of Ed. Burke and Chas. Fox on the French Revolution’; while on March 14 a sketch was given in one paper of Mdme. Roland’s life and character, and the other dealt with the chief points in Robespierre’s career. The last-mentioned paper was a forecast of the events to be described in Mr. Horsburgh’s last two lectures, for this course will end on April 4. The day of the examination is fixed for April 7. In order to recapitulate some facts from the lectures delivered before Christmas, in view of the approaching examination, six students have each undertaken to prepare a short paper for the Association meeting on March 28, dealing with some principal feature in one lecture of the first half-course. These papers ought to afford material for brisk discussion, and should elicit fresh information on different points. Owing to the difficulty of sketching the history of even five years of the French Revolution in 12 lectures, Mr. Horsburgh will not be able to give an account of ‘the chief effects of the Revolution, especially in relation to England,’ the subject announced by the Syllabus for lecture 12. The Students’ Association, however, has requested that, if possible, this omission may be remedied in an extra lecture, to be delivered early in the Summer Term, and there is not likely to be any difficulty in securing an audience numbering at least 80, which is the only condition required for the fulfilment of this request.

**BRECON.**—Mr. Warwick Bond’s twelve lectures on ‘The Plays of Shakespeare,’ which began on February 1, and are being continued at fortnightly intervals, are much appreciated. Influenza and illness generally, added to very bad weather, has here, as elsewhere, prevented many from attending the lectures, but we get an average attendance of about 80, and all are greatly interested by Mr. Bond’s thoughtful and suggestive treatment of the six Plays under consideration. It is satisfactory to note that some working-men and elementary school teachers attend the evening lectures most regularly. The funds for this course are in a very satisfactory condition.

**CHESTER.**—Mr. Marriott’s courses on ‘The English Novelists’ (afternoon) and ‘The Industrial Revolution’ (evening) continue to be very popular. On every occasion there has been a good audience, and in the afternoons the accommodation of the Lecture Hall is usually put to a severe test. The two lectures on ‘Jane Austen’ and ‘Thackeray’ were particularly appreciated. Only six lectures have been arranged for the course, but in response to numerous requests Mr. Marriott has promised to give an additional lecture on ‘Charles Kingsley as a Novelist’ on April 4 in the Assembly Room of the Town Hall. The Lord Bishop has kindly consented to take the chair, and a large attendance of the public is expected.

**CREDITON.**—Sir John Shelley, Bt., has just distributed the prizes and certificates obtained in connection with Mr. Pullinger’s course. The hon. Baronet said that he had heard that some of the rate-payers grumbled about the way in which the technical education money was spent. But he was sure if they attended such lectures as they had heard that evening from Dr. Wade (Oxford Extension Lecturer) they would no longer grumble, seeing how instructive they were.

**GODALMING.**—Everyone here has been perfectly delighted with Mr. Horsburgh’s lectures. It is hoped that he will be able to give the continuation course on ‘The Napoleonic Era’ this autumn.

**ILKLEY.**—The committee for afternoon lectures have just issued their annual report, in which the following paragraph appears: ‘The balance in hand of £19 13s. 2d., with which the committee began work in Sept., 1891, was in their judgment, and in consideration of the past success of the lectures, an ample guarantee for their continued financial prosperity. Owing, however, to some unknown cause, the number of subscribers has suddenly fallen from 227 in 1890 to 168 in 1891, and the comfortable balance of September has been reduced to one of £2 17s. 3d., which, when printing and sundry other small expenses have been met, will have melted away to almost *nihil*. This sudden decrease in the number of ticket-holders can scarcely be attributed to an unpopular subject, for the course on “Shakespeare and his Predecessors” was the unanimous choice of the subscribers present at the annual meeting in March; the committee regret that Mr. Boas’ most thoughtful and stimulating studies of the Elizabethan Drama, which proved so intensely interesting to

his students, should have met with so poor a response in the matter of numbers. No doubt the establishment of the Otley and Rawdon centres has drawn away some subscribers, but making due allowance for this fact, the truth probably is that as a centre we have reached the critical point in our history. We have completed our fifth year of work, and Extension Lectures have lost their freshness as a source of intellectual amusement. If this be so, it is necessary to face the fact, and ask ourselves whether the Ilkley centre, which in the past has always been well to the front, is to advance or decline in the future. The Oxford lectures form the only provision existing in Ilkley for the encouragement of higher education, and it is most undesirable that the choice of subjects and the sequence of work should be interfered with by the bid for popularity necessitated by an empty exchequer. The committee intend to do all in their power to make next year’s course, both financially and educationally, a success; but to insure *continued* success, they must be able to rely upon steady and *dependable* support from year to year. If in a few years’ time the Extension Movement obtains for its literature and arts side the Treasury grant, for which it is now petitioning, Ilkley ought, by its record of steady work, to be in a position to claim a share of endowment as it has claimed and obtained a share of the County Council funds.’

**RUGBY.**—The Committee have resolved to give a scholarship to enable a student to attend the Summer Meeting. The scholarship will be awarded on the joint report of the lecturer and examiner.

**TUNBRIDGE WELLS.**—The afternoon lectures this term have been on ‘The Growth of Parliament’ by Mr. Horsburgh. The course has been a most instructive and interesting one, and the subject has been considered particularly suitable for Extension work, though it has naturally not attracted such a large general audience as the courses here on literature, for instance, have done. Mr. Horsburgh is an excellent lecturer; his clear, vigorous style and grasp of his subject have been much appreciated by all who have attended the course. Besides the afternoon lectures there has been an evening course of 10 lectures on ‘Electricity and Magnetism,’ provided mainly by a grant to the Association from the Town Council out of County Council money. Owing to delays in making the arrangements for managing this grant the Association was unable to secure a suitable lecturer for this term from Oxford, and it was arranged that Mr. Cassie, one of the Cambridge lecturers, should undertake the course. The lectures have been thoroughly successful in every way. Hitherto the evening lectures have been badly attended for the most part, but this experiment of giving a course with an extremely low price of admission (2*s.* a lecture or 1*s.* the course), which the grant has enabled us to do, has shown that at any rate on a scientific subject it is possible here to attract and interest a very good audience of working people and others who are unable to attend the afternoon lectures. The numbers, about 140, have kept up well, and a good many papers have been written. A Students’ Association was formed at the beginning of the course, mainly through the energy of one of the students, and has held weekly meetings.

### UNIVERSITY EXTENSION AND TOTTENHAM COURT ROAD.

‘YOUR ideal University Extension College of the future,’ writes a sanguine correspondent, ‘might usefully attempt to educate public taste in the matter of domestic decoration and furniture. For the outside of our houses we have to thank the jerry-builder, that inscrutably unimaginative person who escapes detection and responsibility. But even if our dwellings are hideous of aspect and inconvenient in arrangement, there is no reason why we should not have beautiful things inside them. Beautiful things, however, we shall not get cheap, until we educate the public to demand such objects, to be content with nothing else, and to know when it gets them. For the present state of affairs, women are chiefly to blame. They gladly buy every kind of atrocity. Some indeed think they know better. But these are often the worst offenders of all. For them is prepared the cupboard of base and treachery oak: for them the plain mahogany of our great grandmothers is vulgarised by new and gaudy inlay: for them the fancy of Tottenham Court Road runs riot through every intricacy of perverse design. Lectures might do something. Lectures *plus* illustrations would do more. That there is interest taken in these things, witness weekly columns in the *Queen*. I would not suggest an examination on such a course. There would be searchings of heart enough without that. A bonfire on the fifth of November might take its place.’

## LETTERS TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

### From an American Correspondent.

MY DEAR SIR,—The March number of the *Gazette* has just reached me, and the spirit moves me to congratulate you on a most interesting number. I have just read it with great care, and from the beginning to the end I find on every page most helpful and interesting suggestions. What pleases me especially is the careful observation of University Extension work in other countries, and the full information that is given in regard to the education of public opinion in various countries as respects the movement.

I am especially interested in M. Max Leclerc's articles on University Extension, and in the announcement of the reprinting of them in book form. It is a matter of congratulation to note also the interest that has been aroused in the movement in Germany, and the reports that have appeared in the *Allgemeine Deutsche Universitäts-Zeitung*. I shall take pleasure in mentioning the issue especially, in the April number of *University Extension*, and recommending all those interested in the work in America to subscribe to the *Gazette*.

You will be glad to hear that Mr. and Mrs. Mackinder have safely arrived in New York; they are at present in Albany noting the results of State aid to University Extension in the Empire State. We are expecting much help from Mr. Mackinder's stay with us.

You will be interested in knowing that on account of our increased circulation, it has been possible to reduce the subscription price of *University Extension* to \$1.50 for one year, and the price of single numbers to 15 cents. Arrangements have also been made for the reprinting of the first volume ending with the June number, and the issuing of it in substantial cloth binding, at \$1.

The proceedings of the National Conference, which I am editing for the Society, will be ready from the press of J. B. Lippincott Company about the middle of April.

Very truly yours,

GEO. FRANCIS JAMES,  
Editor of *University Extension*.

Philadelphia, March 11, 1892.

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### Scarcity of Candidates for Examination.

SIR,—With reference to a letter with the above heading in your March number, may I suggest that the date of each examination should be announced to each candidate by a printed notice. I myself missed the Christmas examination, held in Reading on a Course of lectures by Mr. Boas, simply by not being able to attend the last lecture when, as I afterward heard (when the examination was over), the day was fixed. In my opinion this method of procedure is somewhat irregular, and very annoying no doubt, to candidates who, like myself, live out of the town, and qualify for examination.

Yours truly,

DORA THOMPSON.

### THE SIGH OF A STUPID STUDENT.

He sets us many books to read,  
He calls us slack and slow,  
He tells us very much indeed  
We do not want to know.

He has a way we do not like,  
A yawn he cannot see,  
He never hears the hour strike,  
He makes us late for tea.

He says that work at home we must  
Or lectures are in vain;  
So, when he goes away, we trust  
He'll never come again.

## THE OXFORD SUMMER MEETING OF 1892.

THE outline of the Summer Meeting is now published. The full programme (seven pence, post free) will be ready in a fortnight. The outline can be obtained free by post on application being made to the University Extension Office, Oxford.

The chief sequence of lectures this year treats of the period of the Renaissance and the Reformation. Mr. John Addington Symonds will, if his health permits, give the inaugural lecture on Friday evening, July 29. Mr. Walter Pater, Professor Dowden, Dr. J. G. Fitch, Mr. T. G. Jackson, A.R.A., Mr. Moulton (who leaves for America in the autumn), Mr. Hudson Shaw (who is to be in America next spring), Mr. Mackinder, Mr. Marriott, Mr. Sidney Lee (the Editor of the Dictionary of National Biography), Mr. Wicksteed, Mr. Morse Stephens, and Mr. Churton Collins are also to take part in this sequence. The Oxford History School is represented by Mr. Armstrong, Mr. York Powell, and Mr. Hassall. Among the other lecturers in the sequence are Mr. Ashbee, Mr. Mallet, Mr. Boas, Miss Lacey, Mr. Magee, Mr. Stanley Leathes (Secretary of the Cambridge Syndicate for Local Lectures), Mr. Arthur Burd (the editor of the recent edition of Machiavelli's *Prince*), Mr. Horsburgh, Mr. Hobson, Mr. W. G. Collingwood, and Mr. M. E. Sadler. The sequence includes lectures on the Italian and English Art of the Renaissance, the Tudor Period in England, the Reformation in England and Germany, the Wars of Religion in France, the Dutch Republic, Shakespeare's plays, Elizabethan Romance and Popular Literature, Lord Berners, the Earl of Surrey, Lord Bacon, John Lyly, Spenser, Ariosto, Camoens, and Cervantes.

Another sequence treats of the Greek Drama and of Greek Art. Mr. Arthur Sidgwick, Professor Percy Gardner, Mr. Moulton, and Miss Millington-Lathbury are the lecturers. Mr. Churton Collins will take a class in the Greek text of the *Alcestis*.

In Natural Science there will be a great variety of courses. The lecturers include Mr. Arthur Berry (Secretary of the Cambridge Syndicate for Local Lectures), Mr. Burch, Mr. Carus-Wilson, Mr. Chalmers Mitchell, Mr. Badger, and Mr. A. D. Hall. Chemistry (with laboratory instruction), Botany (with field excursions), Geology, Mechanics, Electricity, Physiography, and Hygiene are among the subjects on which teaching is offered. In the arrangement of this part of the programme special attention has been given to the wants of Elementary Teachers and Scholars sent up by the County Councils. The most novel feature, however, in the scientific work of the Meeting will be a course on Biology with systematic teaching and demonstrations in the Physiological Laboratory. In this course, to which Professor Burdon Sanderson gives an introductory lecture, Messrs. Chalmers Mitchell, L. Hill, J. B. Farmer, and E. B. Titchener will be the instructors. An extra fee is charged for most of the scientific courses, for which early applications from a selected minimum of students are required.

As the Shelley Commemoration will take place in August, Dr. Bailey will give lectures on Shelley's poems. Under the head of modern literature, the programme also announces a course on American writers by Mr. Rolfe, one of the leading lecturers of the American Society for University Extension.

Economics will find a place in the course of instruction, Mr. Devine, the Staff Lecturer of the American Society, giving a course of lectures on Capital, which has been attended by large numbers of working-men and other students during the past winter in Pennsylvania. Further instruction is also offered in political economy, if a sufficient number of students apply for it.

A course of five lectures for teachers will be given by Mr. Wells, Professor Sonnenschein, Miss Soulsby, and Mr. Charles Rowley of Manchester, the latter illustrating the means by which the lantern may be used in school-work.

Visits will be paid to many of the Colleges, especially to those connected with the period of the Renaissance. Mr. Wells will also give a course of lectures on the history of the University.

Theological lectures will be given by Mr. Gore and Mr. Lock in Balliol College; by Dr. Fairbairn and Mr. Bartlet at Mansfield College; and at Manchester New College by Mr. Armstrong, Mr. Drummond, Mr. Carpenter, and Mrs. Humphry Ward.

The musical arrangements, which will be under the direction of Dr. Lloyd, organist of Christ Church, include two chamber concerts of instrumental music in Christ Church Hall, at one of which Mr. James Taylor, the organist of New College, will play. Shakespearian songs will be sung by Mr. Sunman, of the Cathedral Choir. There will also be two organ recitals in the Sheldonian Theatre, one by Dr. Lloyd and the other by Dr. Varley Roberts, organist of Magdalen College. Instruction in singing will be offered by Mr. Sunman and Mr. Davis.

There will be three conversazioni, at one of which Mr. Mackinder will give an illustrated lecture, while at another there will be an exhibition of prints illustrating Elizabethan Oxford. Accommodation will be offered for men students at Keble College, and for women students at Somerville Hall and Lady Margaret Hostel. The programme contains an enlarged and revised list of lodgings-houses with tariff, and a map of Oxford.

Important conferences will be held on '*County Councils and Peripatetic Teaching*', under the presidency of Mr. J. G. Talbot, M.P. for the University, and on '*University Extension and Working-men*', with the Warden of Toynbee Hall as chairman, and Mr. Tom Mann as one of the speakers. The President of the American Society for the Extension of University Teaching will also, it is hoped, address the conference.

The morning lectures this year will be reduced in number, and will be given at 9, 10.30, and noon.

Ladies wishing to join a party for the Summer Meeting are desired to communicate with Miss Beard (University Extension Office, Oxford), who will try to make the necessary arrangements.

Students attending the Meeting will have facilities for instruction in woodcarving, photography, typewriting, shorthand, and, it is expected, in ornamental ironwork, and other subjects suitable for village schools of handicraft. Specially reduced terms have also been arranged for boating, swimming, and lawn-tennis.

The meeting will extend from Friday, July 29 to Friday, Aug. 26. Part I being from July 29 to Aug. 9, Part II from Aug. 10 to Aug. 26.

The price of a ticket for the whole meeting is 30s.; for either part singly £1. Applicants before April 30 can obtain five tickets for Part I for £4 10s. As the number of tickets is limited, early application is suggested, and should be addressed to the Secretary, University Extension Office, Oxford. There will be no Summer Meeting in 1893, repairs in the Examination Schools occupying the lecture-rooms during August in that year.

#### AN EXCELLENT SUGGESTION.

A local secretary writes: 'In spite of the friendly feeling which is so striking a feature of the Summer Meeting, there is still a possibility of some shy and retiring persons feeling a little lonely in so cheerful a crowd, and to meet this difficulty a suggestion has been made that local secretaries who intend to be present at the meeting should, if possible, signify their intention a couple of months beforehand, and that their names should be published in the *Gazette*. Then any secretary who was not able to attend could write to the secretary of a neighbouring centre announcing the names of students from his or her centre who were going up, and there is no doubt that the secretary thus armed with information would be only too glad to seek out these shepherdless sheep, give them a kindly welcome, and bring them into friendly relations with some among their fellows. And this would be facilitated by the bond of local feeling existing between centres in the same county. The Ladies Committee last year was a step in the right direction; every one wishes to be friendly; but many are deterred from making advances by the fear lest they should be unwelcome. An introduction given by one secretary to another would remove this fear, and people would be prepared to meet, and would be on the look out for one another.'

#### HINTS FOR PREPARATIVE HOME-READING.

##### *Oxford Summer Meeting, 1892.*

###### A. THE GREEK DRAMA.

Jebb's *Primer of Greek Literature*, 1s.  
J. A. Symonds. *Studies of the Greek Poets*. First Series, 10s. 6d.; Second Series, 10s. 6d. (Smith, Elder & Co.)  
Mahaffy's *Greek Poets*, 7s. 6d.

Donaldson's *Theatre of the Greeks*, 5s. (Bohn.) A somewhat difficult book, but contains useful details as to the Greek Drama, which may be used to supplement Mahaffy.

Mahaffy's *Social Life in Greece*.

###### B. THE RENAISSANCE IN ITALY AND ENGLAND.

For list of books see *Oxford University Extension Gazette* for February, 1892.

###### C. REVIVAL OF LEARNING AND REFORMATION. (List by Mr. G. D. Dakyns.)

###### A. General.

\*Bright's *History of England*, vol. ii.

\*Green's *History of the English People*. (Library edition, vol. ii.)

\*Froude's *History of England*.

Lingard's *History of England*.

Craik's *History of English Language and Literature*.

###### B. Reference.

\*Hallam's *Constitutional History*, vol. i.

Ranke's *History of England*, vol. i.

Ranke's *Popes*, vol. i.

Ranke's *Reformation in Germany*, vol. i.

Symonds's *Renaissance in Italy*.

Haussen's *Period of the Reformation*, vol. i.

###### C. Revival of Learning.

\*Erasmus's *Life and Letters*.

\*Roper's *Life of More*.

\*More's 'Utopia.'

Lupton's *Life of Colet*.

\*Seehoim's *Oxford Reformers*.

###### D. Reformation.

\*Latimer's *Sermons*.

*Narratives of the Reformation* (Camden Society).

Burnet's *History of the Reformation*.

D'Aubigné's *History of the Reformation*.

Stebbing's *History of the Reformation*.

\*Blunt's *History of the Reformation*.

Gasquet's *Henry VIII and the English Monasteries*.

###### E. Special.

\*Brewer's *Henry VIII* (reprint of the *Introductions to the State Papers*).

\*Seehoim's *Era of the Protestant Revolution*.

Books marked \* are specially recommended.

###### D. AGE OF ELIZABETH. (Mr. Hudson Shaw's list.)

###### A. Text-Books.

*The Age of Elizabeth*, by Canon M. Creighton. (Longmans, 2s. 6d.)

Bright's *History of England*. (Rivingtons, 5s.)

Green's *Short History of the English People*. (Macmillan, 2s. 6d.)

###### B. Larger Histories.

J. A. Froude's *History of England*, vols. vi.-xii.

Lingard's *History of England*, vol. vi.

Hallam's *Constitutional History*.

Ranke's *History of England*, vol. i.

Burton's *History of Scotland*, vols. iii., iv., v.

Motley's *Histories of the Dutch Republic and United Netherlands*.

###### C. Books on Special Subjects.

Elizabeth's Court. Miss Aikin's *Memoirs of the Court of Queen Elizabeth*; 2 vols. Birch's *Memoirs of Queen Elizabeth*. Camden's *History* (1635). Sir John Harrington's *Nugae Antiquae* (1608).

Mary Stuart. Art. in *Encyclopædia Britannica*. Hosack's *Mary Stuart and her Accusers*; 2 vols. Skelton's *Biographical Essays*. Skelton's *Maitland of Lethington*. Mignet's *Mary Stuart*.

Lord Burleigh. Nares' *Life*. Macaulay's *Essays*.

Raleigh. Volume of *English Worthies*, by E. Gosse; 2s. 6d. Edwards' *Life*; 2 vols. Pope Hennessy, *Sir W. Raleigh in Ireland*. Creighton's *Life* (list. Biogr. Series). Rivingtons, 3s.

Essex. Devereux, *Lives of the Earls of Essex*; 2 vols.  
 Sidney. *Monograph* by Fox Bourne. Volume in E. M. L. Series, by J. A. Symonds; 2s. 6d.  
 Bacon. Spedding's *Life and Letters of Lord Bacon*. *Francis Bacon*, by E. A. Abbott. *Life of Bacon*, by Dean Church (E. M. L. Series; 2s. 6d.).

Ireland. *Ireland under the Tudors*, by R. Bagwell; 2 vols. Edmund Spenser's *View*, 1596. Sir John Davis' *Works*. *The Carew Papers*.

Reformation. Maitland's *Essays*. Blunt's *History*; 2 vols. Hook's *Lives of the Archbishops*. Marsden's *History of the Early Puritans*. Fuller's *Church History*.

Social History. Thorold Rogers, *Six Centuries of Work and Wages*; 2 vols. Macpherson's *Annals of Commerce*. Harrison's *Description of England*. Taine's *English Literature*. Nathan Drake's *Shakspeare and his Times*.

E. SHAKSPEARE AND HIS PREDECESSORS. (Mr. F. S. Boas' list.)

*English Miracle-plays*, edited by A. W. Pollard (Clarendon Press, 7s. 6d.).

A. W. Ward's *History of the English Dramatic Literature* (Macmillan, 2 vols. 32s.).

Symonds' *Shakspeare's Predecessors* (Smith, Elder & Co., 16s.).

Marlowe's *Plays* (Mermaid Series, 2s. 6d.).

Peel's *Plays and Poems* (Morley's Universal Library, Routledge, 1s.).

Stratford on Avon, from the earliest time to the death of Shakspeare, by Sidney Lee (Seeley & Co., 6s.).

*Complete Works of Shakspeare*, Globe Edition (Macmillan, 3s. 6d.); or the *Leopold Shakspeare*, with valuable Introduction by F. J. Furnivall (Cassells, 6s.); or any portable one-volume edition.

Editions of particular plays (Clarendon Press, 2s. 6d., 2s., and 1s. 6d. each) or Hunter's, published by Longmans.

Gervinus' *Shakspeare's Commentaries* (Smith, Elder & Co., 14s.).

Dowden's *Shakspeare Primer* (Macmillan, 1s.), his *Shakspeare's Mind and Art* (Kegan, Paul & Co., 12s.), and his edition of *Shakspeare's Sonnets* (Kegan, Paul & Co., 9s.).

*Studies in Shakspeare's Plots*, by C. Ransome (Macmillan).

Mrs. Jameson's *Characteristics of Women* (Bell & Sons, 3s. 6d.).

Helen Faneit's (Lady Martin) *Some of Shakspeare's Female Characters* (Blackwood & Sons).

Coleridge's *Lectures on Shakspeare* (Bell & Sons, 3s. 6d.).

*Shakspeare as a Dramatic Artist*, by R. G. Moulton (Clarendon Press, 6s.).

Watkins Lloyd's *Essays on Shakspeare* (Bell & Sons, 2s. 6d.).

Dr. Abbot's *Shakspearian Grammar* (Macmillan, 6s.).

Hazlitt's *Characters of Shakspearian Plays* (Bell & Sons, 3s. 6d.).

Stapfer's *Shakspeare and Classical Antiquity* (Kegan, Paul & Co.).

F. OTHER ELIZABETHAN WRITERS. (Mr. F. S. Boas' list.)

Edmund Spenser.—Read *Spenser* by Dean Church (English Men of Letters' Series, Macmillan), Memoir by J. W. Hales, prefixed to the Globe Edition of Spenser's *Works*, and *Essay on Spenser* by J. R. Lowell (Reprinted with others in Camelot Series). Of Spenser's Minor Poems read *The Shepherd's Calendar*, *Colin Clout's come home again*, the *Epithalamion*, and the *Hymns to Heavenly Love and Beauty* (Spenser's Complete Works, Globe Series, Macmillan).

Refer to Aubrey de Vere's Essays on *Spenser as a Philosophical Poet*, and Dowden's *Essay on Spenser's Heroines* (Transcripts and Studies, Kegan, Paul and Trench).

Bacon.—Read *Bacon*, by Dean Church (English Men of Letters' Series), The *Advancement of Learning* (Clarendon Press Series), and Macaulay's brilliant, though not entirely trustworthy, *Essay on Bacon*. Refer to Ellis and Spedding's edition of Bacon's *Complete Works*, to Spedding's *Life and Letters of Bacon*, and Gardner's *History of England*. Bacon's principal writings collected in one volume in Chandos Classics Series.

Ben Jonson.—Read *Ben Jonson* by Symonds (English Worthies Series); Taine's *English Literature*, Vol. I, Book II, Chap. III; the article on Ben Jonson by A. W. Ward, in the *Encyclopaedia Britannica*; and the *Selections from Ben Jonson* (including the *Alchemist* and *The Silent Woman*), edited in the Canterbury Series by Symonds.

A few copies of Miss Ida Gardner's *Notes on Renaissance* are still on hand, and can be obtained from the Editor. Students requiring a copy should enclose 1½d. in stamps to cover postage.

## THE FEDERATION OF EXTENSION CENTRES.

THERE is no doubt that in four points the Federation of Local Centres has led to useful results. The policy has given publicity to University Extension work, and, by securing the support of men of distinction, has improved the status of University Extension in public estimation.

In the second place, it has caused local organisers to profit by an interchange of experience at the occasional meetings of the Federations.

Thirdly, it has tended to obliterate the *bad* side of the distinction between Oxford and Cambridge centres. No friend of the movement desires to underrate the importance and value of the loyalty shown by various centres to the University with which they happen to have acted in concert. But it is obviously prudent that the centres should protect themselves by retaining their freedom to act with whatever University body can from time to time most conveniently and efficiently help them. Moreover it is natural and right that every centre should prefer to share in the different inspiration which comes from the different Universities.

Lastly, it is plain that Federations have been able to deal more successfully than individual committees with many County Councils.

But the main work of the Federations still remains undone. We look to them to organise what Dr. Roberts has well called a floating University College maintained by the co-operation of a number of towns, and this they have not yet accomplished.

A Federation of eight centres should spend not less than £2000 a year on Higher Education. Of this amount the proportion payable by each centre would represent the stipend of a curate and a half. Is it too sanguine to hope that the towns which already spend thousands a year on Elementary Education will some day see the expediency of spending on Higher Education a few hundred pounds in order to prevent their other expenditure from largely running to waste?

Let us consider how our imaginary Federation of eight centres would spend its £2000 a year. It would first look out for a man of energy, learning, and experience, who would devote his time to directing the students of the federated centres. The services of such a man might be retained by an income of £800 a year. Give him next four assistants receiving, in any proportion you think fit, £800 a year between them. The Federation would then command a staff of five teachers who would collectively undertake to give instruction in some of the chief branches of knowledge. The Federation would naturally keep a good Principal as long as possible; it would change from time to time the 'personnel' of the assistant staff in order to vary the curriculum.

Out of the £2000 a year there still remains £400 which would provide for the cost of the lecturers' travelling expenses (reduced to a minimum by the close neighbourhood of the co-operating centres), for the fees payable to the Universities for examinations, etc., and for other important parts of the educational equipment of the Federation. Chief among these other parts would be the provision of an organising secretary who would be put on his mettle to perfect the business arrangements of the Federation, acting of course under the direction of the Principal. Just as it is understood that the County Council of Kent has wisely provided the able Secretary of the South-Eastern Association with a salaried assistant,

so in our judgment the successful Federations of the future will find it advisable to entrust to a paid officer the business details of organisation. No amateur can compass the business duties of a great Federation. If its business were conducted in a slipshod, casual, slovenly manner, the Federation would become a mere obstruction and a disappointment to all its supporters.

Two other matters should engage the attention of the Federation, and would each involve an outlay from yearly income. Scholarships should be provided in order to enable worthy candidates from the locality to attend the Summer Meetings at Oxford and Cambridge. In this matter an excellent precedent is set by the Dixon-Galpin endowment in the county of Dorset.

And, last, we want in each district a first-rate lending-library for students. Not, that is, a library containing single copies of a large number of books, but one which possesses, as part of its necessary equipment, a large number of copies of each of the standard works of reference and authority. The 'Students' Mudie' will order a hundred copies of *Green's History* instead of a hundred copies of Miss Broughton's novels.

No lecturer, unless he be endowed with remarkable strength of constitution, can be expected, as a regular thing, to lecture more than four days a week. But what is needed is the development of the small 'class' in relation to the large popular audience. If a lecturer were giving a three years' course at a town, he would soon find that his class of students would fall at least into three grades, each grade requiring different treatment and separate instruction. With a staff of five teachers resident in a locality, it would be easy for the Federation to arrange that the fortnightly visit of each teacher should occupy nearly the whole day, an arrangement which would enable the lecturer to meet a series of small classes in succession. Each of the five teachers might thus give a day in each fortnight to each of the eight co-operating towns. In this way, every centre in the Federation would get, say, a hundred days of teaching for its contribution to the funds of the Federation. This means that it would pay for its new educational opportunities fifty shillings a day. No one could grumble at this charge as excessive.

## THE GREAT THAW.

WHAT M. Gide has justly called 'the great thaw' in political economy, finds a counterpart in the changed relations of the Universities towards the education of women. On March 15 one of the daily papers recorded in four successive paragraphs:—

(a) The admission of women to all classes in arts, science and theology in the University of St. Andrews.

(b) A proposal to develop more systematic University teaching for working-men and women in the East End of London.

(c) The appointment, by the Oxford University authorities, of examiners to award, 'without distinction of sex,' Mr. Galpin's Scholarships for Extension students attending summer courses at Oxford or Cambridge.

(d) The announcement, by the Yale University authorities, that they will next year open post-graduate instruction for women 'this being equivalent to granting to women the full privileges and honours of the University, even to the extent of taking degrees.'

We shall soon ask 'Where are the snows of yester-year?'

## COUNTY COUNCIL AID TO UNIVERSITY EXTENSION LECTURES.

LOCAL Committees often wonder on what subjects they can get aid from the County Councils under the Technical Instruction Act.

The definition given by the Act is (1) 'Instruction in the branches of Science and Art, with respect to which grants are, for the time being, made by the Department of Science and Art'; (2) 'any other form of instruction (including modern languages and commercial and educational subjects) which may, for the time being, be sanctioned by that Department, in a minute laid before Parliament, and made on the representation of a local authority that such a form of instruction is required by the circumstances of its district.'

(1) The subjects covered by the first clause of the definition include the following common topics of University Extension teaching:—

Mechanics.	Geology.	Physiography.
Sound, Light and Heat.	Biology.	Hygiene.
Magnetism and Electricity.	Physiology.	Principles of Agriculture.
	Botany.	

(2) The following special subjects of technical instruction, on which University Extension courses have been or might be arranged, have been sanctioned by Parliament, on the recommendation of the Science and Art Department, at the request of the local authorities of the district printed in brackets after each subject:—

Design for porcelain, pottery and glass (Gateshead).
Economics of Trade and Finance (Gateshead).
Commercial Geography (Worcester and other places).
Commercial History (Dewsbury).
Political Economy (Nottingham).
French (Sheffield and other places).
German (Sheffield and other places).

Local organisers interested in this matter should refer to the '38th Report of the Department of Science and Art' (pp. l-liii, and 10-15). The Report is dated 1891, and can be obtained from Messrs. Eyre and Spottiswoode, East Harding St., Fleet St., E.C., price 2s. 4d.

## SCHOLARSHIPS AND PRIZES.

To enable Students to attend the Summer Meeting at Oxford in 1892.

THE following donors have expressed to the Delegates their desire to offer Scholarships and Prizes for competition in 1892:—

The Marquis of Ripon, K.G.	£50	0	0
J. G. Talbot, Esq., M.P.	10	0	0
The Very Rev. The Dean of Christ Church . . . .	5	0	0
Rev. W. Warner, Censor of Christ Church . . . .	5	0	0
Rev. E. Massie (Grange) . . . .	5	0	0
Arthur Bayley, Esq., Pembroke College . . . .	10	0	0
W. H. H. (Ambleside) . . . .	5	0	0
M. E. Sadler, Esq. . . .	10	0	0
The Secretary's Scholarships [Subscribed by the Students at the Summer Meeting 1891] . . . .	21	0	0
M. S. B. . . .	4	0	0
P. C. M. . . .	6	0	0
Streatham Students, per Mrs. Leaf . . . .	10	0	0
Rev. E. F. Sampson, Senior Censor of Christ Church . . . .	5	0	0
J. Wells, Esq., Fellow and Tutor of Wadham College . . . .	5	0	0

The conditions of the competition can be obtained from the Secretary, University Extension Office, Oxford.

## Oxford University Extension Calendar of Examination Results.

IV. *Michaelmas Term, 1891.*

### ALDERLEY EDGE.

Six Lectures on Venice, by Rev. W. H. SHAW, M.A.  
*Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—S. M. Odgers (prize); M. C. Carver; L. D. Crewdon; S. G. Worthington.

**Passed**.—M. S. Carver; C. Schuster.

### ALDERSHOT.

Six Lectures on Trade, Adventure, and Discovery, by Mr. K. D. COTES, M.A. *Examiner*:—Mr. R. LODGE, M.A.

**Distinguished**.—J. W. Branson (prize); A. Ashdown; A. F. Cowie; T. G. Skeats.

**Passed**.—W. E. Newman; E. Wren; R. Wren.

### ALTRINCHAM.

Six Lectures on The History of Venice, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—A. E. Coward (prize); J. C. Boyd; A. Brassey; L. Fry; E. Milne; J. Mosey; M. E. Todd.

**Passed**.—C. N. Curtis.

### BAKEWELL.

Six Lectures on The Age of Elizabeth, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—G. F. Weatherill (prize); M. K. Martin; A. M. Turrell.

**Passed**.—I. B. Cross; M. O. Cross; E. E. Salt; M. E. L. Salt; A. E. Wragg.

### BARMING.

Six Lectures on Chemistry, by Mr. T. M. LEGGE, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—H. S. Alison (prize); A. G. Gunner; G. A. Smart.

### BASINGSTOKE.

Six Lectures on Shakespeare, by Mr. F. S. BOAS, M.A. *Examiner*:—Professor VAUGHAN.

**Distinguished**.—B. E. A. Chandler; A. Julian.

**Passed**.—A. Blatch; M. Glanville; M. Lazenby.

### BATH.

Six Lectures on The Rise and Progress of the British Colonies, by Mr. J. A. R. MARRIOTT, M.A. *Examiner*:—Mr. R. LODGE, M.A.

**Distinguished**.—E. M. Theobald (prize); I. C. Clarke; M. Davies; K. Elwood; W. C. Elwood; C. A. Lee; E. Pedder; C. E. Whiting.

**Passed**.—E. A. Bath; E. M. Castle; M. Clarke; S. E. Davies; J. S. Davis; G. M. Ellis; G. M. Gibbins; G. Hardcastle; B. Hawkins; M. B. Hayward; H. Hookway; L. Lake; F. Lewis; F. Nash; E. B. Sydney; E. H. Theobald; E. P. Tyte.

### BIRMINGHAM.

Seven Lectures on English Social Reformers, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. HASSALL, M.A.

**Distinguished**.—M. G. Sturge (prize).

**Passed**.—C. Carless; A. C. Eddington; E. M. Kenway; J. H. Rice.

### BLIDWORTH.

Ten Lectures on Chemistry, by Mr. M. J. R. DUNSTAN, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—F. Gore (prize); S. Clarke; R. J. Hall.

**Passed**.—E. M. M. Hildyard.

### BRIGHTON.

Eight Lectures on The Crust of the Earth, by Mr. C. CARUS-WILSON, F.G.S. *Examiner*:—Professor A. H. GREEN, F.R.S.

**Distinguished**.—W. F. Pannett (prize); M. Byerley; M. Cave; F. H. Cooper; S. Fuggle; W. Gurney-Smith; A. E. Houghton; A. Rose; J. B. Smith.

**Passed**.—E. Barker; E. F. Cobb; E. Kemsley; M. B. Loader; M. J. Milne; M. Puttick.

### BRIGHTON (St. Michael's Hall).

Twelve Lectures on Geography, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Mr. H. W. BATES, F.R.S.

**Distinguished**.—W. Robinson (prize); M. F. Bartlett; G. M. Bird; G. O. Luard; E. A. Riordon; D. Simson.

**Passed**.—L. F. Bagnall; O. Batchelor; A. M. Daniell; I. K. Easton; B. Laurance; E. St. Lo Malet; M. A. Mansel; E. Mowbray; D. Nicholas; W. Nicholas; E. M. Richardson.

### BURY.

Six Lectures on Shakespeare, by Rev. Dr. BAILEY. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—Helen Wild (prize); A. W. Heap; C. Midgley; F. M. Nelson; L. Rothwell; E. W. Wood.

**Passed**.—M. Ashworth; K. Whitehead; H. Wild; J. Wilkie; W. Wilson.

### CAMBORNE.

Six Lectures on Problems of Poverty, by Mr. J. A. HOBSON, M.A. *Examiner*:—Rev. L. R. PHELPS, M.A.

**Distinguished**.—E. S. Budge (prize); L. A. Chappel; E. G. Hutchinson; B. Vivian.

**Passed**.—W. J. Jenkin; A. W. Pender; F. A. Richards; H. Rough; J. H. Rule; C. Vivian.

### CHELTENHAM.

Six Lectures on Victorian Writers, by Mr. E. H. SPENDER, M.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—M. Austin (prize); A. Carter; A. Owen; A. E. Tugwell.

**Passed**.—L. Christian; G. H. Ford; E. M. H. Geddes; M. M. Godfrey; A. Lillie; L. N. Manlove; L. M. Wilson.

### CHESTER.

Six Lectures on The History of Venice, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—M. Birch (prize); A. S. Heppel; E. E. Manning; H. Murphy; M. S. Mowle; E. L. Smyth; U. L. Smyth; M. E. Stolterforth; H. M. Thomas.

**Passed**.—E. C. New; M. C. Prichard.

### CLEVEDON.

Six Lectures on The Growth of the Political System of Europe, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

**Distinguished**.—V. G. Lloyd (prize); B. M. Musson.

**Passed**.—M. Child; H. E. Hewett; E. H. Light; T. Nichols; H. F. Pinel.

### CRANLEIGH.

Six Lectures on Chemistry, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—H. Rowland; M. Rowland; S. V. Saxby; J. M. G. Walder; H. E. Winser.

### DORKING.

Six Lectures on Chemistry, by Mr. W. P. BLOXAM, B.Sc. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—W. James (prize); S. A. Carpenter; W. H. Dinnage; C. A. Marsh; H. W. Pittock.

**Passed**.—M. Dickinson.

### FALMOUTH.

Six Lectures on Problems of Poverty, by Mr. J. A. HOBSON, M.A. *Examiner*:—Rev. L. R. PHELPS, M.A.

**Distinguished**.—A. Libby.

**Passed**.—J. Clift; M. Rait; F. J. Stephens.

### GARSTANG.

Six Lectures on Physiography, by Dr. H. R. MILL. *Examiner*:—Mr. H. W. BATES, F.R.S.

**Distinguished**.—M. Simpson (prize); A. M. Jackson; E. M. Jackson; T. Mason.

**Passed**.—E. A. Armitstead; M. C. Armitstead.

### GLoucester.

Six Lectures on The French Revolution, by Mr. E. L. S. HORSBURGH, B.A. *Examiner*:—Mr. A. HASSALL, M.A.

**Passed**.—E. M. Batten; W. H. Darch; M. Embrey; E. K. Hall; G. P. Robins; W. Wall; C. Walley.

**GRANGE-OVER-SANDS.**

Six Lectures on **Physiography**, by Dr. H. R. MILL. *Examiner*:—Mr. H. W. BATES, F.R.S.

**Distinguished**.—H. Graham (prize); L. E. Beckett (prize); M. Cooper; R. F. Cooper; E. Forrest; A. Graham; L. A. Parkinson; M. Yates.

**Passed**.—T. S. Ashley; M. Chislett; M. Macfarlane; E. Mince; C. Ogle; S. Ogle; M. Scott; E. Speight; T. H. Wilson.

**HEADLEY.**

Six Lectures on **Chemistry**, by Mr. W. P. BLOXAM, B.Sc. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—H. Ames (prize); C. Lyall; M. Ruscoe.

**HORLEY.**

Six Lectures on **Chemistry**, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—W. R. H. Green; E. McClive Lightbody; A. Pickard.

**ILKLEY.**

Twelve Lectures on **Shakespeare**, by Mr. F. S. BOAS, M.A. *Examiner*:—Prof. C. E. VAUGHAN, M.A.

**Distinguished**.—A. Lund (prize); E. Dale.

**Passed**.—E. V. Black; E. A. Swire.

**KIDDERMINSTER.**

Six Lectures on **Great Commercial Cities**, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

**Distinguished**.—M. A. Phillips (prize); G. Saunders.

**Passed**.—H. E. Barton; F. G. Gibbons; L. E. Hopkins; M. E. J. Phillips.

**KINGSTON-ON-THAMES.**

Six Lectures on **Laws of Health**, by Mr. J. L. SMITH, M.A. *Examiner*:—Dr. A. WHITELEGGE.

**Passed**.—H. Ide.

**LEAMINGTON.**

Six Lectures on **Hygiene**, by Mr. LEONARD HILL, M.B. *Examiner*:—Dr. A. WHITELEGGE.

**Distinguished**.—E. Hoare (prize); A. M. Passman.

**Passed**.—M. L. M. Barrett; E. J. Bricknell; A. Bright; S. K. Brown; M. M. Churchill; K. Eynon; E. C. Harrison; E. Hill; J. M. Latoix; M. Patten; S. A. Pipe; R. E. Royle; A. M. Sheffield; M. S. Yates.

**LOUTH.**

Six Lectures on **Astronomy**, by Mr. W. E. PLUMMER, M.A. *Examiner*:—Mr. C. A. JENKINS, M.A.

**Distinguished**.—J. R. Farmery (prize); S. Sharpley.

**Passed**.—E. Dales; G. A. Gresswell; T. H. Higgins.

**MAIDENHEAD.**

Six Lectures on **Physiography**, by Mr. A. F. STANLEY KENT, M.A. *Examiner*:—Mr. H. W. BATES, F.R.S.

**Distinguished**.—G. M. Blakely (prize); E. A. Millin; E. K. Morris; F. M. Wickenden.

**Passed**.—E. F. Holland; F. C. Markham.

**MATLOCK.**

Six Lectures on **Great Schools of Art**, by Mr. W. G. COLLINGWOOD, M.A. *Examiner*:—Mr. F. S. PULLING, M.A.

**Passed**.—I. H. Atkinson; J. M. Atkinson; A. Britland.

**MORTLAKE.**

Six Lectures on **Chemistry of Common Life**, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—E. J. Crewe (prize); G. Meaton.

**Passed**.—A. Farrington; R. Logsdale.

**NEWBURY.**

Six Lectures on **The Tudors**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

**Passed**.—F. M. Barrows; A. E. Gibbs; C. M. Gibbs; G. R. Johnston; I. J. Maclean; F. E. Milward; A. E. Parker; C. Walther; H. M. Watson; M. A. Webb.

**NEW HYTHE.**

Six Lectures on **Chemistry**, by Mr. T. M. LEGGE, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—F. Moorland (prize); H. Dyson; H. Salcs; A. Thomson.

**Passed**.—D. Thomson.

**NEWPORT (Mon.).**

Twelve Lectures on **Electricity**, by Mr. V. P. SELLS, M.A. *Examiner*:—Rev. F. J. SMITH, M.A.

**Distinguished**.—F. Turner (prize); A. H. Davies; G. Howes; A. L. Stevens.

**Passed**.—A. Brooks; A. M. James; C. Woodliff.

**NORTH MOLTON.**

Six Lectures on **Soils, Plants, and Animals**, by Mr. F. PULLINGER, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—W. A. Passmore (prize); T. L. Passmore; R. Thorne; W. Westcott.

**Passed**.—W. Farrant; W. Govier; C. H. Hill; J. Hutchings; T. Loosemore; W. E. Loosemore; W. H. Passmore; W. Robins; W. J. Smith; H. Webber; A. E. Whitfield.

**OLDHAM.**

Six Lectures on **The History of Florence**, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. F. YORK POWELL, M.A.

**Distinguished**.—A. Pollitt (prize); C. Owen; W. E. Owen.

**Passed**.—F. Heywood; J. Hollinshead; E. Jagger; M. Jagger; H. C. Sands; S. Siddall.

**PENZANCE.**

Six Lectures on **Great Novelists of the Nineteenth Century**, by Mr. J. A. HOBSON, M.A. *Examiner*:—Professor C. E. VAUGHAN, M.A.

**Distinguished**.—E. K. D. Shaw (prize); M. B. Borlase; E. A. Holmes; F. M. Marland.

**Passed**.—C. G. Borlase; L. R. Challen.

**PETERBOROUGH.**

Six Lectures on **The French Revolution**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

**Distinguished**.—J. L. Colman (prize); K. E. Colman (prize); H. Ayres.

**Passed**.—E. Bodger; D. W. Collier; H. T. Law; W. H. Stirton.

**PURLEY.**

Ten Lectures on **Chemistry**, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—J. G. Coldwells (prize); L. Benton; M. M. Crosley; H. M. Pulley.

**REDRUTH.**

Six Lectures on **Problems of Poverty**, by Mr. J. A. HOBSON, M.A. *Examiner*:—Rev. L. R. Phelps, M.A.

**Distinguished**.—W. K. Wilton (prize); P. G. Permewan.

**Passed**.—A. P. Jenkin; F. M. Jenkin; J. Permewan.

**RHYL.**

Six Lectures on **Shakespeare**, by Rev. Dr. BAILEY. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—M. Dickin (prize); J. Bullen; F. De Montmorency; P. Grubb; A. W. Studdert.

**Passed**.—N. Dann; E. Holme; K. M. Hughes; M. L. Jones; E. A. Judge; F. R. Nettell; I. M. Nettell; C. H. Pierre.

**RIPON.**

Six Lectures on **Shakespeare**, by Mr. F. S. BOAS, M.A. *Examiner*:—Professor VAUGHAN.

**Distinguished**.—M. B. Carpenter (prize); C. Cross; F. M. Eden; S. E. Hudleston; I. M. Mercer; E. H. Williamson.

**Passed**.—B. Aslin; H. S. Cust Nunn; E. Harrison; M. Hincks; M. C. Horne; E. Mewburn; M. J. Thirlway; J. E. Vant.

**ROCHESTER.**

Six Lectures on **Commerce, Colonisation, and Empire**, by Mr. K. D. COTES, M.A. *Examiner*:—Mr. R. LODGE, M.A.

**Distinguished**.—F. R. Death (prize); E. E. Whitfield (prize).

**Passed**.—A. Drake; T. Fowler; E. J. Mann; M. S. Mann; H. Trucman; A. M. Valsler.

**ROSS.**

Six Lectures on **The Stuarts**, by Mr. J. A. R. MARRIOTT, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

Distinguished.—E. M. Hughes (prize); M. L. Southall; G. E. Walbrand Evans.

Passed.—C. Armitage; E. Armitage; M. Hewett; E. Hughes; C. E. Symonds.

**ST. AUSTELL.**

Six Lectures on **Problems of Poverty**, by Mr. J. A. HOBSON, M.A. *Examiner*:—Rev. L. R. PHELPS, M.A.

Passed.—J. H. Botterell; N. S. Drew; H. Stocker.

**SANDWICH.**

Six Lectures on **The French Revolution**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Mr. A. HASSALL, M.A.

Distinguished.—B. E. Cottew (prize); R. S. Cloke.

Passed.—S. James.

**SHEERNESS.**

Six Lectures on **The Stuarts**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Mr. A. L. SMITH, M.A.

Distinguished.—R. Rigby (prize).

Passed.—M. H. Filley; E. Peters; A. Rennels.

**SOUTHEND.**

Six Lectures on **The Stuarts**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Mr. A. L. SMITH, M.A.

Distinguished.—G. Keightley (prize); B. Keightley.

Passed.—D. C. Cox; J. L. Phillips; I. J. Rogers.

**STAFFORD.**

Six Lectures on **Geography**, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Mr. H. W. BATES, F.R.S.

Distinguished.—E. Kendall (prize).

Passed.—M. Aulton; W. H. Brookes; E. Dixon; W. H. D. Ridge; M. E. Silvester.

**STAMFORD.**

Six Lectures on **The Tudors**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

Passed.—M. Eayrs; H. Hilliam; F. A. Hunter; K. M. Lowe; E. A. Oldfield; S. Pinney; M. A. Scotney; H. F. H. Scrimshire; C. M. Williams.

**STONE.**

Six Lectures on **The Newest World—Australia**, by Mr. W. B. WORSFOLD, M.A. *Examiner*:—Mr. C. W. C. OMAN, M.A.

Distinguished.—A. M. Lloyd (prize); E. S. Bickley; A. M. Jones; J. M. Westray.

Passed.—R. Hamnett.

**STOURBRIDGE.**

Six Lectures on **Physiography**, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Mr. H. W. BATES, F.R.S.

Distinguished.—W. H. Pearsall (prize); E. M. Nash.

Passed.—F. I. Brooks; S. J. Brooks; S. E. Jessop; B. E. Phillips; J. Rawson; F. E. Woodcock; M. A. Worthington.

**SWINDON.**

Six Lectures on **The Making of Nations**, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Rev. A. H. JOHNSON, M.A.

Passed.—G. W. Docwra; W. M. Fentiman; L. Oliver; J. J. Sawyer.

**THORNTON.**

Six Lectures on **English Social Reformers**, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. HASSALL, M.A.

Distinguished.—C. Tapp (prize).

Passed.—G. Sharp; J. Smith; F. Stocks; J. Whitaker.

**ORQUAY.**

Twelve Lectures on **The Descent of Man**, by Mr. P. CHALMERS MITCHELL, M.A. *Examiner*:—Mr. A. F. STANLEY KENT, M.A.

Distinguished.—M. Gray (prize); E. H. Drower.

Passed.—M. Gowan; G. Grant-Morris; E. A. Menner; E. M. Morris; J. P. Morris; S. L. Wells.

**TOTNES.**

Six Lectures on **Soils, Plants, and Animals**, by Mr. F. PULLINGER, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

Distinguished.—M. Windeatt (prize); M. A. Pinn; C. Tollit.

Passed.—J. Drennan; J. Windeatt.

**TRURO.**

Six Lectures on **Problems of Poverty**, by Mr. J. A. HOBSON, M.A. *Examiner*:—Rev. L. R. PHELPS, M.A.

Passed.—C. E. Cornish.

**TUNBRIDGE WELLS.**

Ten Lectures on **Victorian Writers**, by Mr. E. H. SPENDER, M.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

Distinguished.—A. M. Burbridge (prize); L. M. Coles; B. Hankey; E. Holland; M. M. Jebb; J. Stirling; J. C. Tebb.

Passed.—M. Bailey; C. Bevington; E. Good; E. Holland; S. Holman; E. M. Jacombs; Z. Owen-Taylor; O. Shiele.

**WALLASEY.**

Six Lectures on **English History, Wolsey to Strafford**, by Mr. C. E. MALLETT, B.A. *Examiner*:—Mr. A. L. SMITH, M.A.

Distinguished.—M. W. Heap (prize); M. C. Coyle; F. L. Stephens.

Passed.—E. A. Heap.

**WATERINGBURY.**

Six Lectures on **Chemistry**, by Mr. T. M. LEGGE, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

Distinguished.—M. Lownds (prize); D. Lownds (prize); A. Goodwin.

Passed.—M. Bourchier.

**WELLINGTON.**

Six Lectures on **Europe since Waterloo**, by Mr. J. A. R. MARRIOTT, M.A. *Examiner*:—Mr. R. LODGE, M.A.

Distinguished.—M. Rider (prize); R. A. J. Clift; G. S. Maw.

Passed.—K. A. Caesar; E. Dallow; A. H. Dunnill; A. E. Greene; A. J. Minor; L. M. H. Nash; G. W. Pitts; G. A. Reid.

**WELLS.**

Six Lectures on **Outlines of Geology**, by Mr. C. CARUS-WILSON, F.G.S. *Examiner*:—Professor A. H. GREEN, F.R.S.

Distinguished.—H. E. Balch (prize); H. Adlam; M. E. Barnes; B. Fielder; A. E. Gardner; M. A. Livett; L. H. Mandler; F. Sheldon; H. Y. Richardson; A. E. Wheeler.

Passed.—A. E. Church; M. Church; A. E. Cooke; L. Elliott; A. L. Fairbanks; E. Fry; F. Slater.

**WEST BUCKLAND.**

Six Lectures on **Soils, Plants, and Animals**, by Mr. F. PULLINGER, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

Distinguished.—M. James (prize); W. S. Abell; A. C. Crabb; H. Illetherton; F. W. Hollingsworth; F. R. Ivey; J. H. Kempton; C. E. Lawrence; F. Merson; H. Parker; W. Stradling; W. Tarr; E. C. Voysey.

Passed.—A. Ardern; B. F. Ardern; F. W. Bickle; J. M. Bolton; H. R. Champion; W. Chard; H. A. Compton; M. Dart; J. E. Galliford; T. Halse; W. R. M. Holland; C. J. Lavers; R. S. Lester; L. D. Martin; W. C. Matthews; E. J. May; H. Newman; F. W. Newton; H. Pearce; T. P. Puddicombe; J. F. Sanders; H. Seller; W. Seller; W. E. Shrimpton; K. M. Stone; R. W. Vicary.

**WINSLOW.**

Six Lectures on **The Chemistry of Nature**, by Professor FORSTER MORLEY, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

Distinguished.—J. L. Myres (prize); H. Ager; M. E. Carey; L. C. Gregory; A. L. Hobson; A. Hopkinson; B. Lambton; M. B. Lambton; S. L. Newcombe; E. F. Parrett; M. Tomlinson; L. S. Verney.

Passed.—A. E. Baylis; J. G. Checkley; H. W. Hedges; D. Lambton; S. E. Newcombe; W. Norman; A. Templeman; U. Templeman; E. E. Warne; H. Whitaker; W. G. Whiting.

**WOODBOROUGH.**

Ten Lectures on **Chemistry**, by Mr. M. J. R. DUNSTAN, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

Distinguished.—W. R. Hewson (prize).

Passed.—J. Durst.

## ARRANGEMENTS FOR SPRING, 1892

(exclusive of County Council courses).

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
GRANGE (afternoon) ...	6	Puritan Revolution ... ...	Rev. W. H. SHAW, M.A.	Jan. 18	Mar. 28
WHITEHAVEN (evening) ...	6	Puritan Revolution ... ...	" "	Jan. 22	Apr. 1
*EDGBASTON (afternoon) ...	12	Puritan Revolution ... ...	" "	Jan. 20	Mar. 30
*RUGBY (evening) ...	12	Puritan Revolution ... ...	" "	Jan. 20	Mar. 30
PENDLETON (evening) ...	6	Puritan Revolution ... ...	" "	Jan. 14	Mar. 24
RHYL (evening) ...	6	Venice ... ...	" "	Jan. 26	Apr. 5
ANCOATS (evening) ...	6	Venice ... ...	" "	Jan. 13	Mar. 23
KEIGHLEY (evening) ...	6	Venice ... ...	" "	Jan. 18	Mar. 28
RUNCORN (evening) ...	6	Florence ... ...	" "	Jan. 11	Mar. 21
DEWSBURY (evening) ...	6	Social Reformers ... ...	" "	Jan. 19	Mar. 29
CHORLEY (afternoon) ...	6	Social Reformers ... ...	" "	Feb. 10	Apr. 20
SKIPTON (evening) ...	6	Physiography ... ...	H. J. MACKINDER, M.A.	Jan. 22	Feb. 26
BRADFORD (evening) ...	6	Physiography ... ...	" "	Jan. 14	Feb. 25
*HEBDEN BRIDGE (evening) ...	6	Physiography ... ...	" "	Jan. 20	Feb. 17
YORK (evening) ...	10	English Painters ... ...	D. S. MAC COLL, M.A.	Jan. 18	Mar. 21
*BOURNEMOUTH (morning) ...	12	England in the 18th Century ...	J. A. R. MARRIOTT, M.A.	Jan. 22	Apr. 1
*BOURNEMOUTH (evening) ...	12	English Novelists ... ...	" "	Jan. 21	Mar. 31
SHREWSBURY (evening) ...	6	Age of Anne ... ...	" "	Jan. 26	Apr. 5
WELLINGTON (afternoon) ...	6	English Novelists ... ...	" "	Jan. 26	Apr. 5
KNUTSFORD (afternoon) ...	6	English Novelists ... ...	" "	Jan. 27	Apr. 6
CHESTER (afternoon) ...	6	English Novelists ... ...	" "	Jan. 28	Apr. 7
CHESTER (evening) ...	6	Work and Wages ... ...	" "	Jan. 27	Apr. 6
*NEWPORT, I. W. (evening) ...	12	The Stuarts ... ...	" "	Jan. 20	Mar. 30
*RYDE (afternoon) ...	12	English Colonies ... ...	" "	Jan. 19	Mar. 29
*VENTNOR (afternoon) ...	12	The English in India ... ...	" "	Jan. 20	Mar. 30
BANBURY (evening) ...	6	Europe since Waterloo ... ...	" "	Jan. 29	Apr. 8
*SOUTHBOURNE [private course] (morning)	12	English Colonies ... ...	" "	Jan. 21	Mar. 31
FRODSHAM (evening) ...	6	Europe since Waterloo ... ...	" "	Jan. 28	Apr. 7
*READING (afternoon) ...	12	Shakespeare ... ...	J. CHURTON COLLINS, M.A.	Jan. 30	Apr. 9
*HUDDERSFIELD (evening) ...	12	Tudor Period ... ...	Rev. C. G. LANG, M.A.	Jan. 27	Apr. 6
DOVER (afternoon) ...	6	French Revolution ... ...	C. E. MALLETT, B.A. ...	Feb. 10	Apr. 20
DOVER (evening) ...	6	French Revolution ... ...	" "	Feb. 10	Apr. 20
WINCHESTER (afternoon) ...	6	French Revolution ... ...	" "	Feb. 11	Apr. 7
*MARGATE (evening) ...	12	England in the 18th Century ...	" "	Feb. 12	Apr. 22
*RAMSGATE (afternoon) ...	12	England in the 18th Century ...	" "	Feb. 13	Apr. 23
LOUTH (evening) ...	6	England in the 18th Century ...	" "	Feb. 4	Apr. 14
SANDWICH (evening) ...	6	The Stuarts ... ...	" "	Jan. 26	Apr. 5
GLoucester (evening) ...	12	English Prose Writers ... ...	" "	Jan. 18	Apr. 4
STROUD (afternoon) ...	12	English Prose Writers ... ...	" "	Jan. 18	Apr. 4
EVESHAM (evening) ...	6	English Essayists ... ...	" "	Feb. 2	Apr. 12
WARRINGTON (afternoon) ...	6	Shakespeare ... ...	F. S. BOAS, M.A. ...	Jan. 26	Apr. 5
*RAWTENSTALL (evening) ...	12	Shakespeare ... ...	" "	Jan. 27	Apr. 6
WARE (afternoon) ...	8	Shakespeare ... ...	" "	Jan. 13	Apr. 13
KIDDERMINSTER (afternoon) ...	6	Chaucer and Spenser ... ...	" "	Jan. 22	Apr. 1
NELSON (evening) ...	6	Tennyson and Browning ... ...	" "	Jan. 28	Apr. 7
ULVERSTON (evening) ...	6	Representative Men. The Tudors ...	" "	Jan. 26	Apr. 5
ST. MICHAEL'S HALL, BRIGHTON [private course] (morning)	6	Representative Men. The Stuarts ...	" "	Feb. 4	Apr. 14
SWINDON (afternoon) ...	6	Wordsworth and Tennyson ...	Rev. J. G. BAILEY, LL.D.	Feb. 3	Apr. 27
SWINDON (evening) ...	6	Wordsworth and Tennyson ...	" "	Feb. 3	Apr. 27
HOVE (WEST BRIGHTON) (afternoon)	12	Shakespeare ... ...	" "	Jan. 22	Apr. 8
NEWBURY (afternoon) ...	6	Shakespeare ... ...	" "	Feb. 4	Apr. 14
HIGH WYCOMBE (evening) ...	6	Design ... ...	C. R. ASHIBEE, M.A. ...	Jan. 11	Mar. 21
ABERGAVENNY (afternoon) ...	6	Series of Shakespeare's Plays ...	R. W. BOND, M.A. ...	Jan. 30	Apr. 9
BRECON (afternoon) ...	6	Series of Shakespeare's Plays ...	" "	Feb. 1	Apr. 11
BRECON (evening) ...	6	Series of Shakespeare's Plays ...	" "	Feb. 1	Apr. 11
NANTWICH (afternoon) ...	6	Victorian Poets ... ...	E. K. CHAMBERS, B.A. ...	Jan. 28	Apr. 7
+HALIFAX (evening) ...	6	Venetian Art ... ...	W. G. COLLINGWOOD, M.A. ...	Jan. 21	Mar. 31
+RUGBY (afternoon) ...	6	Venetian Art ... ...	" "	Jan. 22	Apr. 1
MATLOCK (afternoon) ...	6	Venetian Art ... ...	" "	Jan. 23	Apr. 2
*ROMSEY (afternoon) ...	6	Relation of History to Painting. Part II	K. D. COTES, M.A. ...	Feb. 8	Apr. 5
LYNDHURST (afternoon) ...	6	Relation of History to Painting. Part I	" "	Feb. 3	Mar. 9
BACUP (evening) ...	6	Three Centuries of Working Class History	W. A. S. HEWINS, B.A. ...	Feb. 9	Apr. 12
MARPLE ...	6	Great Novelists of the 19th Century	J. A. HOBSON, M.A. ...	Jan. 12	Mar. 22
*REIGATE (afternoon) ...	12	Literature of the 18th Century ...	E. L. S. HORSBURGH, M.A. ...	Jan. 26	Apr. 5
REIGATE (evening) ...	6	Epochs of English History ...	" "	Jan. 18	Mar. 28
TUNBRIDGE WELLS (afternoon)	10	Growth of Parliament ... ...	" "	Jan. 29	Apr. 1

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course begins.	Course ends.
*GODALMING (evening)	...	French Revolution	E.L.S. HORSBURGH, M.A.	Feb. 2	Mar. 8
*BEDFORD (afternoon)	12	French Revolution	"	Jan. 25	Apr. 4
WINSLOW (evening) ...	6	Growth of National Life	J. A. V. MAGEE, M.A.	Jan. 25	Apr. 4
*GRAVESEND (evening) ...	12	Victorian Writers ...	E. H. SPENDER, B.A. ...	Jan. 25	Apr. 4
ASHBY-DE-LA-ZOUCK (afternoon)	6	Victorian Writers ...	"	Jan. 28	Apr. 7
BATH (afternoon) ...	6	Outlines of Geology	C. CARUS-WILSON, F.G.S.	Jan. 28	Apr. 7
BATH (evening) ...	6	Outlines of Geology	"	Jan. 28	Apr. 7
LEOMINSTER (afternoon)	6	Outlines of Geology	"	Jan. 26	Apr. 5
*BRIDPORT (evening) ...	12	Outlines of Geology	"	Jan. 19	Mar. 29
*MALVERN (afternoon) ...	12	Outlines of Geology	"	Jan. 27	Apr. 6
*MALVERN (evening) ...	12	Outlines of Geology	"	Jan. 27	Apr. 6
CLEVEDON (afternoon)	6	Outlines of Geology	"	Jan. 29	Apr. 8
ILKLEY (evening) ...	6	Outlines of Geology	"	Feb. 4	Apr. 12
LEAMINGTON (evening) ...	6	Outlines of Geology	"	Feb. 5	Apr. 13
HEREFORD (afternoon) ...	8	Outlines of Geology	"	Jan. 25	Apr. 18
SOUTHEND (evening) ...	12	Electricity ...	H. GORDON, M.A. ...	Nov. 16	Mar. 28
BASINGSTOKE (evening) ...	6	Physiography ...	R. A. GREGORY, F.R.A.S.	Feb. 2	Apr. 12
SALISBURY (afternoon) ...	6	Astronomy ...	"	Feb. 4	Apr. 14
SALISBURY (evening) ...	6	Astronomy ...	"	Feb. 4	Apr. 14
SHEERNESS (evening) ...	12	Electricity ...	"	Feb. 3	July 6
NEWPORT, MON. (evening) ...	12	Astronomy ...	W. E. PLUMMER, M.A.	Jan. 22	Apr. 8
*PENRITH (evening) ...	12	Physiography ...	H. R. MILL, D.Sc. ...	Jan. 21	Mar. 31
KESWICK (evening) ...	6	Physiography ...	"	Jan. 18	Mar. 28
GORTON (evening) ...	6	Physiography ...	"	Jan. 19	Mar. 29
DENTON (evening) ...	6	Physiography ...	"	Jan. 20	Mar. 30
*RYDE (evening) ...	12	Hygiene ...	C. H. WADE, M.A. ...	Jan. 14	Mar. 24

\* Continued from Autumn 1891.

### Summer, 1892.

CHELTENHAM COLL. (private course) (morning) ...	7	English History ...	J. A. R. MARRIOTT, M.A.	May 5	June 16
BRIGHTON, ST. MICHAEL'S HALL (private course) (morning)	6	English History, 1714-1784	"	May 17	July 26
BRIGHTON, (MISS PRANGLEY) (private course) (morning)	6	Great Events of English History (Mediaeval Section)	"	May 17	July 19 or 26

### LECTURES IN AID OF THE SCHOLARSHIP FUND.

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- [And others, if needed]

The Local Committee would have to provide the lecture-room, etc.

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### OXFORD UNIVERSITY EXTENSION LECTURERS' RESERVE FUND.

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per Mrs. Leaf	1	8	3
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### BOOKS ON OUR TABLE.

*The Conditions of Female Labour in Ontario* (No. iii. of Toronto University Studies in Political Science, W. J. Ashley, Editor), by Jean Thomson Scott, B.A., Education Department for Ontario, Toronto, 1891. Large 8vo. pp. 31.

An excellent piece of work, suitably entrusted to a woman.

*Lessing's Laokoon*. Edited with English Notes by Dr. Hamann: revised with an Introduction by L. E. Upcott, M.A. (Oxford, Clarendon Press. Crown 8vo. pp. xxiii, 302.)

A conveniently shaped and well arranged edition, with a terse introduction.

*Elements of Ethics*, by J. H. Muirhead, M.A., Lecturer at the Royal Holloway College. (London, Murray's University Extension Manuals, 8vo. pp. xi, 239.)

Brief, clear, practical, with a good syllabus of contents and bibliography.

*Air and Water*, by Vivian B. Lewes. (London, Methuen's University Extension Series. Crown 8vo. pp. viii, 183. 2s. 6d.)

This little manual by a well known London Extension lecturer will be found useful by those attending scientific courses under County Councils and otherwise. It is tersely written, practical in arrangement, and has a few illustrations.

*Geography of Africa South of the Zambesi*, by the Rev. W. P. Greswell. Oxford, Clarendon Press. 8vo. pp. xii, 400.

A timely book, well arranged and well printed, with clear maps and an index.

We have also received from Messrs. George Philip and Son, 32 Fleet Street, E.C.—

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## PRIZE ESSAY COMPETITION.

### *Amendment of Conditions.*

Two prizes, of one guinea and half-a-guinea respectively, are offered for the best original essays by Oxford University Extension Students on the following subject :—

#### *A Study of 'The Tempest.'*

One or both of the prize-essays will be published in the June number of the *Oxford University Extension Gazette*.

The essay competition will be continued in future months; and the subjects set for the essays, which will be drawn in succession from history, literature, economics and natural science, will all bear on the studies now being undertaken by students in preparation for the Oxford Summer Meeting of 1892.

### RULES OF THE APRIL COMPETITION.

1. The competition is confined to students who are now attending Oxford University Extension courses, or have attended such courses in any session since October 1890, or were present at the Oxford Summer Meeting of 1891.

2. Each essay must reach the Editor of the *Oxford University Extension Gazette* (University Press, Oxford), fully prepaid, and not later than the first post on May 15.

3. No essay must contain more than 1800 words.

4. Essays must be written in a clear hand, on numbered pages, and on one side of the paper only. Each page must bear the writer's name or pseudonym.

5. Writers must send, with their essays, their name and address. In the case of the successful essays, the name and address of the writers will be printed in the *Gazette*. In the June *Gazette* the receipt of unsuccessful essays will be acknowledged, and all the essays will be classed according to merit in three divisions. If expressly desired by the writers, the Editor will only give the pseudonyms of the unsuccessful competitors.

6. Should the adjudicator decide that no essay is good enough for the first division, the prizes will be withheld.

7. No student will be allowed to receive more than four prizes in twelve months, but all essays received will be classed according to merit, and the best essay will, in every case, be printed.

8. The Editor can only return those essays which reach him accompanied by stamps fully covering return postage.

9. No attention can be given to any compositions which fail to observe the above regulations.

[Competitors are desired to note the new paragraphs 6 and 7.]

## FEBRUARY ESSAY COMPETITION.

*Subject:—'The Character of Queen Elizabeth.'*

The competition has produced many excellent essays. The quality of the work is much better, and the number of competitors larger, than in any previous month. Four essays are disqualified by reason of their undue length. Essays were sent in from almost every part of England—from Northumberland to Cornwall.

*First Prize.*—MISS E. FENWICK, High Littleton House, near Bristol.

*Second Prize.*—MR. CHARLES OWEN, 21 Tin Street, Featherstall Road N., Oldham.

Pressure on our space makes it necessary to defer publication of Miss Fenwick's essay till May.

The following is a list of the essay-writers, classed according to merit :—

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Disqualified, rule 3 not being observed.—MISS E. M. TAYLOR; MISS L. M. ROBERTS; MARY; PUPA.

## INFORMATION TO CONTRIBUTORS.

All communications should be addressed to the Editor, OXFORD UNIVERSITY EXTENSION GAZETTE, University Press, Oxford.

All matter intended for insertion in the May issue should reach him not later than April 21.

Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

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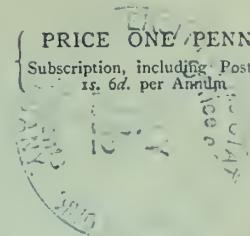
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OF  
UNIVERSITY EXTENSION IN ENGLAND AND WALES

## CONTENTS

|                                                                |                                                            |
|----------------------------------------------------------------|------------------------------------------------------------|
| Notes on the Work                                              | Encouragement of Summer Study                              |
| The Universities and the County Councils                       | Vague                                                      |
| Arthur Hugh Clough on 'The Lecture <i>versus</i><br>the Class' | A Transatlantic View of University Extension<br>in England |
| The Character of Queen Elizabeth                               | Are Welsh Extension Students to have<br>Degrees?           |
| The Governor-General of India on University<br>Extension       | Students' Associations                                     |
| Concerning the Centres                                         | Books on our Table                                         |
| Scholarships and Prizes                                        | Prize Essay Competition, May                               |
| Letters to the Editor                                          | Result of March Essay Competition                          |

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[ONE PENNY.

\* \* \* Inquiries for Oxford University Extension Courses should be addressed to the Secretary, University Extension Office, Examination Schools, Oxford. He will send, on application, the list of lecturers and scale of fees. The Lecturers' Programmes, etc., for 1892-93 are now ready, and can be obtained by members of Local Committees free by post.

## NOTES ON THE WORK.

The Report on the Peripatetic Teaching in Scientific and Technical Subjects in various County Districts, just issued by the Oxford Delegates, is an interesting document, the importance of which was at once understood by those concerned in the educational work of the County Council. Within two days of its publication, the *County Council Times*, the leading organ of the County authorities, published an excellent abstract of the report and an able leading article on its contents. The salient facts of the report are that during last winter the Oxford Delegates provided eight County Councils with 227 courses, comprising 2271 lectures and classes, chiefly on Chemistry, but also on Geology, Botany, Agriculture, Hygiene, and Veterinary Science. Over ten thousand people attended the lectures, most of which were given in villages where University Extension Teaching had been previously unknown. Of the candidates for the Christmas examination, 90 per cent. passed and 40 per cent. with distinction. In some places the lectures were received with apathy, in others with enthusiasm. Men and women of all ranks and occupation attended the lectures, frequently in large numbers. Influenza impaired, but the lesser calamities of snow and rain seem in some places hardly to have affected the attendance. Elementary teachers were often ardent in their support of the lectures, but local organisation was rarely efficient and sometimes practically non-existent. One lecturer analysed before his audience 150 samples of local drinking water, and found 80 of the specimens to be seriously contaminated with sewage impurity. Of the general results of the experiment, the Delegates speak with satisfaction. They recommend, however, a renewal of the experiment with better provision for local organisation, and believe that, while the lectures will prove to be not equally well adapted to the needs of all counties, or even to different parts of the same county, experience alone can show which are the best localities for their introduction, much depending on differences in local sentiment or conditions as yet imperfectly appreciated or almost wholly unascertained.

. . .

The *Manchester Guardian*, reviewing the County Council Lecture Report in a leading article on April 25, remarks that 'Many of the difficulties and causes of failure are such as will disappear with greater goodwill and attention from the local committees and with the increasing intellectual activity of the village world. There is plenty of evidence that the lectures have stimulated many of the ten thousand hearers to study, and have given fresh impulses and novel ideas to thoughtful artisans and agriculturists.... That the lecturers and the framers of these schemes have something to learn from experience is sufficiently evident, but it is not less clear that a valuable pioneer work has been begun, and that seed has been sown that will bear good fruit in the very near future.'

. . .

At the last lecture of Mr. Cousins' course at the Willesborough centre (arranged by the Kent County Council) the following resolution was carried by acclamation and

copies of it forwarded to the Oxford Delegates and to the Technical Instruction Committee of the County Council:—'That the students and others attending the lectures on "Chemistry" at this centre hereby record their high approval of the University Extension system as a means of imparting technical instruction; and earnestly desire that a course on some useful subject may be delivered at this centre next season. And further, we wish to express our unbounded admiration and appreciation of the able, interesting, and very practical manner in which the subject of Chemistry has been placed before us by our lecturer, Mr. H. H. Cousins.'

. . .

An able article recently appeared in the *Pall Mall Gazette* advocating State aid for University Extension in the interests of historical and literary teaching.

. . .

Canon Browne's address to the London Extension students, as reported in the *University Extension Journal* for April 15, contains many excellent things which were left out of the newspaper summaries. He illustrated from Cambridge experience the important fact that the system of Local Lectures is only a part of a great movement for the expansion of studies and the intensification of effort which has distinguished the recent history of the English Universities. He failed, however, to point out that this revival of energy, this perception of new duties, really dates from the great period of University reform in the fifties, the most striking achievement of which at Oxford was the abolition of tests. Then it was that the Universities first recognised their new duties to the nation. The establishment of the Local Examinations and of the Non-Collegiate system, the examination of, and provision of halls of residence for, women students, the approval of new subjects of study, and the authorisation of peripatetic teachers have been successive results of this recognition. Nor would these varied undertakings have been possible had there not existed in the Universities a reserve of energy for which the old state of things provided inadequate scope, and had not this reserve been itself recruited by the infusion of new blood through the removal of old restrictions.

. . .

'Local Lectures' was a bad name for our own special department of the University Extension movement. Public opinion sensibly refused to adopt it. The phrase 'local examinations' means something: a 'local lecture,' if it meant anything to anybody outside a narrow University circle, meant exactly what we do not signify by University Extension. Of scattered, isolated, local lectures, there have always been plenty: what was needed, and what University Extension has given, was the affiliation of local effort to a central institution. The phrase 'University Extension' was invented in Oxford fifty years ago. Oxford pamphlets of that date are full of the phrase. It signified then, as it signifies now, the whole movement for the expansion of University influence and the diversification of University procedure. Of the programme of that great movement, most of the salient features are already achieved. But each decade brings new develop-

ments within the range of practical attainment. Necessarily the last great development was the scheme of peripatetic teaching under University sanction and control. For this scheme depends for its effective realisation on an intricate and efficient railway system which was not in existence when Mr. Sewell hit upon the idea of travelling teachers in 1850. But now that our means of communication have been revolutionised (and few realise how great have been the improvements in this regard during the last ten years), the last branch of the University Extension scheme has become attainable. Its attainment has naturally struck the public imagination, already familiar with the success of the earlier installments of the scheme. And, perhaps instinctively conscious of the great potentialities of the peripatetic method, the public has for the present assigned to it a significant monopoly of the term 'University Extension.' But it is possible that as, in the course of its development, our peripatetic system itself takes other shapes than those with which we are at present familiar, the title of University Extension will be transferred once more to some new form of organisation in which the principle, persistent in Universities as in all other living institutions, the principle, namely, of adaptation to new conditions, may realise itself in the future.

There is to be a new Royal Commission on the subject of a Teaching University for London. The list of names is weighty, and University Extension, in its broader sense, is well represented. Professor Henry Sidgwick, of Cambridge, will doubtless watch over the interests of women students, and Canon Browne will be an excellent champion for the extra-mural classes. It is almost certain that the Commissioners will bespeak an honourable place in the constitution of the new University for some representative of University Extension; and it is possible that they may recommend the offer of the title of 'Associate of the University' to those London Extension students who may pass prescribed examinations after recognised courses in the local centres. Time is on the side of University Extension.

The wall of Exeter Castle is marked, about four feet above the ground, by a line of decay. Damp was thought to be the cause. But an Oxford Extension lecturer, Mr. Burch, is reported to have discovered that the decaying stone contains 'millions and millions of microbes, some of them with three joints, others with two or only one.' Under the action of these microbes, the stone gradually falls into powder. Mr. Burch hopes to find some chemical preparation which will kill the microbes and thus arrest the decay of the wall.

The meeting at Wells on April 19 deserves special record, for the chairman was one of the inventors of University Extension teaching. The Bishop of Bath and Wells, who presided, published in 1855 a scheme for peripatetic instruction which embodied with singular foresight the principal features of our present system. Lord Arthur Hervey has happily lived to see his hopes more than realised, and in his address at Wells reaffirmed his conviction that the University Extension system, already so successful, will play an increasingly useful part in national education. Its usefulness will largely depend on the elasticity of its methods of organisation. A doctrinaire scheme would be doomed. And much will turn on the bold adoption of the short course system which Lord Arthur Hervey was the first to suggest. As Mr. Howson, the Secretary of the Northern University Extension Association, aptly says in the *University Extension Journal* for April 15, 'let us not hurriedly condemn as unworthy of our attention such centres as do not produce the best results in exercises and examinations. The fruits we wish to reap take many years to ripen, and it is precisely in those regions where they ripen most slowly that the most effort is required.' In other words, as the Bishop of Bath and Wells remarked on April 19, we must have patience. And patience in our case is best distinguished from obstinacy by its readiness to profit by the experience of the local organisers.

Half Rome, as we know, sees one side of things: the other half Rome a second. 'The young person who has been to Mr. So-and-So's Extension lectures and knows all about the subject is an unpleasantly familiar individual whose existence at the present time imperils,' according to a reviewer in the *Manchester Guardian* for April 5, 'the cause of University Extension with those who would be best fitted to help it forward.' 'What a delightful meaning of University Extension it would be,' said Canon Browne at the Mansion House a fortnight before, 'that students extended the time during which they attended teaching of a University type from three years to six, from six years to nine; that students regarded this steady intellectual work, not as the work of three years to be followed by a degree and then abandoned for practical life, but as the constant companion of practical life; not as the happy memory of the past, but as the fresh and living integral part of a happy fruitful present. That, I know, is the meaning that many a University Extension student has found in the phrase University Extension.' Which is true? Is the Extension student the pert prig of the reviewer, or the patient learner of the Canon? Among sixty thousand hearers, there may well be both. But, to catch many of the second, the net has to be stretched so widely that it may well contain some of the first. And, as things are at present, the patient learner can only get University Extension teaching by persuading others, who are perhaps neither learners nor patient, to help him pay the bill.

'Charles Kingsley's lectures at Cambridge,' wrote his friend Professor Max Müller, 'produced a permanent impression on many a young mind. History was but his text, his chief aim was that of the teacher and preacher, and as an eloquent interpreter of the purposes of history before an audience of young men to whom history is but too often a mere succession of events to be learnt by heart and to be ready against periodical examinations, he achieved what he wished to achieve.' The days for depreciating this kind of teaching are gone by. Even in economics, we are beginning to give tolerable prominence to the ethical element. It was a good idea, therefore, on the part of a group of local organisers to whom good ideas are common, to get Mr. Marriott to give, under the auspices of the Oxford University Extension Committee, a lecture at Chester on Charles Kingsley, who, as the lecturer remarked, was not only one of Cheshire's worthiest worthies, but whose life belonged to England and the English-speaking world because, in facing the social problems which still confront us, he showed sympathetic wisdom, temperate zeal, the manly courage which does not fear to speak unpalatable truths, faith in God, and love for man. The lecture was, as it deserved to be, a great success. Six hundred people were present. The Bishop of Chester presided, and the lecturer was cordially thanked at the end of the evening by Mr. Tom Hughes—one of Charles Kingsley's earliest friends, and himself a pioneer of University Extension—for his 'admirable and appreciative paper.' Part of the proceeds of the lecture will be devoted to providing a scholarship, which will enable one of the students, from the class which Mr. Marriott has been holding at Chester this session, to come to Oxford for the Summer Meeting.

There has recently been published a new edition (the third) of the *Instructions and Suggestions for the use of Local Committees and others engaged in the organisation of University Extension Teaching*. This useful handbook now embodies the results of the most recent experience, and the pages dealing with the federation of centres contain many new suggestions for effective organisation.

Mrs. T. H. Green has repeated her liberal donation of £10 to the funds of the Oxford University Extension system. Her gift will be used in supplementing the travelling libraries, the value of which is more fully recognised every year. In Oxfordshire, for example, the circulation of the libraries has caused representations to

be made to the County Council in favour of the establishment of a County lending library for students. In New York State, too, the plan of travelling libraries, adopted from the Oxford system, is reported to be working admirably, and we have no doubt that the inventive genius of Mr. Melvil Dewey, most resourceful of librarians, will add many attractive features to the scheme.

A travelling library, however, is at best a *pis-aller*. No single box can meet the needs of a large audience wanting, not only a number of different books, but, simultaneously a great many copies of the same book. The design of the travelling library is to provoke desire for books, not to satisfy that desire. Satisfaction can only come—for the richer students by private purchase, for the poorer through a public library. But public libraries as yet exist in comparatively few towns and in hardly any villages. In most of the smaller centres therefore—and University Extension teaching will spread year by year into tinier places—the travelling library will for a long time have its obvious use. In the larger towns Extension teaching will probably be drawn into closer relations with the public library—to which indeed it ought to stand as the salesman stands towards the shop goods behind him—while in those cities where no public library exists, the very limitations of the travelling library will excite students, as recently at Gloucester, to renew their agitation for a permanent and public collection.

'I feel convinced,' said Mr. Jowett, in his evidence submitted to the Oxford University Commission in 1850, 'that defect in previous education is the real limit to any useful extension of the Universities.' During the last forty years much has been done to remove this defect, and it is noticeable that each improvement in national education has been accompanied by a wider extension of University teaching and influence. But it is to the prudent organisation of intermediate or secondary instruction that we must look as the next step in our educational progress. For such organisation the materials lie, in most cases, ready to the statesman's hand. What is needed is the rearrangement of our resources, periodical inspection, national recognition, or, when necessary, assistance, and the wise direction of public interest and sympathy.

The University of Edinburgh Lecture-Extension Association has suspended operations, not a single course of lectures having been delivered during the past year—with in the area of the Edinburgh Association. This is the worst break-down in the history of the movement, and, we may add, the most mysterious. That it should have happened in Scotland is curious: and that it should have happened this year is the more extraordinary, as the Taxation Residue of the Local Customs provided localities with an ample fund for courses of a technical nature which the Society offered to provide. The Committee assure their friends that 'every means has been used, whether by the appointment of capable lecturers or by wide advertising, to further the aims for which they were constituted.' It is singular that no mention is made of an active propaganda in the form of public meetings, introductory lectures, or short courses. Doubtless, however, this obvious method of arousing public interest and securing public confidence has been energetically employed. Otherwise the failure of the Society is probably to be traced to other causes than those enumerated by the Committee, viz. the easy access to the Universities, the elaborate system of lectures in connection with local societies and churches, and the low rate of admission to the lectures of several Trusts. The comparative student of Extension systems will also be curious to learn the effect on the prosperity and energy of the Scottish Extension Societies of the division of Scotland into Extension areas each of which is assigned to a different organization.

There is to be another Summer Meeting at Edinburgh this year, and the programme is a good one. To say that Professor Geddes and Mr. Arthur Thomson are respon-

sible for the scheme of studies is to imply that the plan of instruction is suggestive and philosophically conceived. The Edinburgh meeting is an important experiment in education. Its aim, as we understand it, is to convey to the student a sense of the unity of knowledge; to make him think for himself; to look at facts and things freshly on his own account; to rub his eyes for him as it were; to make him look at the right kind of things and read the right books; and to teach him how to record his facts and his observations with graphic accuracy and completeness. Take, for example, the 'geographical and technical course.' This sequence of lectures uses Edinburgh as an object lesson. It seeks to make the student understand what the city means, why it is there, what it has been to former generations, what it is to the present. Its geographical position, its architecture, its relation to means of transport, its industries, the products of its neighbourhood will all be demonstrated by excursions and illustrated by lectures. Starting thus from the concrete instance, the student is led up to wider generalisations of physical and commercial geography, and the 'regional survey' becomes an instrument of culture. Teaching of this kind can be copied with advantage in many other districts. The ordnance map (reformed, let us hope, through the good offices of Mr. Crook) should be one of the text-books of the elementary school.

There is more in the Edinburgh scheme than this. But for the rest the official programme tells its own story. It can be obtained from Mr. J. A. Thomson, University Hall, Edinburgh, and its price is threepence. The meeting is to last through the whole of August. Men and women are admitted. A full ticket costs three guineas. Sectional tickets are offered at a lower price.

The Teachers' University Association continues its useful work. For the second time women teachers will be admitted to the vacation courses at Oxford. Merton College receives the men students; the women will stay at Lady Margaret Hall. The vacation courses will last from July 23 to Aug. 20. Members of the Association may go into residence for either fortnight or for the four weeks. The mistresses will be in residence from Aug. 6 to Aug. 20. Courses of general lectures (open also to University Extension students, and announced in the Summer Meeting programme) will be given by Mr. Wells and Mr. F. C. Conybeare. Mr. Marsh takes a Chemistry class at the Museum. There are also classes in Latin Composition, Horace Odes iii and iv, Thucydides, Book vii, and in Mathematics.

Holders of Oxford, London, and Victoria Certificates will be admitted this year to the Cambridge Summer Meeting. This is as it should be. Courses will be given at Cambridge on Chemistry, Physics, Physiology, Geology, Evolution, some English Essayists, the Puritan Revolution, Greek Art, and Engraving. Dr. Jebb, Professor Gwatkin, and Dr. Foster are among those who will give single lectures. A small meeting of this kind has a use of its own. Its chief advantage lies in the fact that, being comparatively easy to arrange and entailing no serious financial liability, any centre of higher teaching can, and should, regard such a gathering as a permanent part of its year's work. The Summer Meetings of Edinburgh, Oxford, and Cambridge each have their own function. They provide different degrees, rather than different kinds, of stimulus. No single meeting, not even the largest, has a monopoly of intellectual application. We all learn at different times from different people and in different ways. The Cambridge meeting begins on July 26. The fee is one guinea. Full particulars can be obtained from Mr. Arthur Berry, Syndicate Buildings, Cambridge.

As an outcome of University Extension work in Philadelphia, a Reading Class has been formed by a group of working-men. Their aim is to reproduce some of the features of the Ancoats Recreation, and they have done

an Oxford man the honour of calling their society after his name. A good programme has been issued, the greater part of the papers being promised by the members of the class. The ordinary meetings are appointed for Sunday evening, at which time the members have been in the habit of assembling for social purposes. During April four Sunday afternoon excursions were arranged, the Academy of Natural Science, the Drexel Institute, Girard College, and the University of Pennsylvania being visited under the competent guidance of Dr. Sharp, Dr. Macalister, Prefect Hay, and Mr. Devine. After Easter, lectures were promised on Bach and Beethoven with musical illustrations, and during the summer and autumn a Ramblers Club will undertake botanical and geological excursions. We wish the Reading Class, of which Mr. Kenyon (804 Vine Street, Philadelphia) is the hon. sec., both a long life and a merry one.

A correspondent writes : 'The *Atlantic Monthly* for March contains an article which attempts to show that University Extension cannot succeed in America. The writer will have to deal with the logic of facts. But there are always people who think that a new movement is doomed to failure. When the Oxford Extension system was reorganised seven years ago, an experienced official remarked that "this kind of thing had been tried before and would not come to anything." Since then, one hundred thousand people have been registered as in regular attendance at the lectures.'

University Extension literature grows apace. The Chicago Society for University Extension now proposes to issue a monthly bulletin, beginning May 1, 1892, to be called *The University Extension Bulletin*. It will consist of eight pages, and will contain brief articles on University Extension, its progress and methods; the reports and announcements of the Chicago Society and the several Universities engaging in this work; notes of the work; items of interest concerning the centres; correspondence between the centres relative to co-operation; a book-exchange column; synopses of the University Extension articles in the magazines; and such other information as will aid the progress of University Extension in the North-west. The subscription price will be fifty cents a year or five cents a copy. Communications and subscriptions should be sent to the Secretary, Charles Zeublin, 513 Northern Office Building, 36 La Salle Street, Chicago, U. S. A.

#### SUMMER MEETING NOTES.

Dr. Bailey's lectures on 'Shelley's Poems' will be given on the evenings of Aug. 16, 17, 18, at 8.30 p.m. instead of on Aug. 2, 3, 4 at 10.30 a.m. as before announced.

Mr. E. T. Devine's six lectures on 'Economics' will fall into two courses, each of three lectures. The title of the first course is 'American Political Economy': that of the second, 'Introduction to the Theory of Dynamic Economics.' Those who are studying Political Economy will find both of the courses of the experienced American lecturer stimulating and suggestive.

Last month we published a valued correspondent's excellent suggestion that 'local secretaries who intend to be present at the Meeting should, if possible, signify their intention a couple of months beforehand, and that their names should be published in the *Gazette*. Then any secretary who was not able to attend could write to one of those, announcing the names of students from his or her centre who were going up, in order that they might be brought into friendly relations with some among their fellows.'

We have received authority to publish the following names—

Miss KATHLEEN MARTIN, Edensor, Chesterfield (Secretary at Bakewell).

Miss MONTGOMERY, 10 Baring Crescent, Exeter (Secretary at Exeter).

## THE UNIVERSITIES AND THE COUNTY COUNCILS.

### Important Conference on Peripatetic Teaching in Science.

#### I. FIRST SESSION, APRIL 27.

ON April 27 and 28, representatives of the Universities of Oxford, Cambridge, Durham, and Victoria, met in conference representatives of the Technical Instruction Committees of sixteen County Councils, to discuss the relations between the Universities and the County Councils in regard to technical and scientific education. The attendance was large and influential. There were present the heads of five Oxford and two Cambridge Colleges. The Provost of Queen's presided at all the sittings. Mr. Llewellyn Smith represented the National Association for promoting Technical Education. Professor Milnes Marshall spoke for Victoria University: Principal Bodington, for the Yorkshire College: Principal Garnett, for the Durham College of Science. Lord Valentia and Mr. Mitchell, Mr. C. T. D. Acland, M.P. and Mr. Pullinger, Messrs. Goodfellow, Roe, and Bothamley, Mr. Pearce Edgecumbe, Mr. Sperling, Messrs. Spence and Williams, Mr. H. E. B. Arnold, Mr. Macan, Mr. Vaughan Cornish, Mr. Davis, and Mr. Earp (to name only a few out of many) ably represented the County Councils of Oxfordshire, Devon, Somerset, Dorset, Cambridgeshire, Northumberland, Kent, Surrey, Hampshire, Yorkshire (W. Riding), and Cheshire. Professors Odling, Liveing, Sir Henry Acland, Dr. Tylor, and Mr. Fisher informally represented the scientific faculties of Oxford and Cambridge. The staff of lecturers was well represented, and Messrs. Berry, Stanley Leathes, and Sadler were present as secretaries of the Oxford and Cambridge Extension Boards.

The discussions were well maintained. Indeed there were more speakers than time at their disposal. If anything, the speeches were too long. But no one could fail to see the deep interest manifested by all present in the subject of the conference. The upshot of the first discussion was that the Summer Meetings were of great educational value. In fact, it is clear that the principle of holiday courses, especially for teachers, admits of wide and varied application. Next, the immediate task before us all in technical and scientific instruction is to 'teach the teachers.' The elementary teachers must be better trained, brought in touch with stimulating instructors, gathered together at convenient centres for Saturday classes, and sent up with small scholarships to the Summer Meetings at Oxford, Cambridge, and elsewhere.

In the evening the guests (who were entertained by members of the University) met at a soirée at the lodgings of the Master of University College.

#### II. SECOND SESSION, APRIL 28.

There was a smaller attendance, but of experts. The discussion was useful, but the earlier speeches too long. The subject of debate was the method of organizing peripatetic teaching in regard to hours of lecture, classes, cost, and local management. The most lively speakers were Mr. Burch (Oxford lecturer in Devon), and the Rev. T. J. Lawrence (organizing secretary of the Cambridgeshire County Council). It soon became clear that the central problem is how to stir up local interest, which in many places is exceedingly feeble. Mr. Burch thought

the local committee and secretary should be elected by the students attending the lectures; Mr. Macan (Surrey) that the principle of more public election should be adhered to, in view of future eventualities of local government and the increasingly varied responsibilities which must be laid on local committees. The upshot of the discussion was that whatever will remove apathy and substitute active, for merely decorative secretaries, is to be welcomed. No doubt in time the standard of efficiency in local organization will rise. But much trouble must be taken by the central county organizers during the summer in order to stir up interest for the ensuing winter's work. As an example of local inefficiency, Mr. Lawrence described the experience of a lady teacher of cookery who came to her lecture-centre and found absolutely no preparations. 'Where is the fire?' she asked the local secretary as they entered the lecture-room. 'Oh we thought you would bring a gas stove,' was the reply. 'What have you gas!' 'No indeed.'

On subsidiary points, many valuable hints were given. Printing, for example, should be done uniformly at the central office. Distribution of printed matter should be carefully seen to. Sometimes it never leaves the local secretary's house. The hour of the lectures should be not later than 7 or 7.30 p.m. Some villages, it seems, go to bed earlier than others. Mr. Burch suggested that the lectures should be free, but that a fee should be charged for the class; that a text-book should be chosen, and each student be required to buy a copy, the cost being refunded to every candidate successful in the examination. Local organizers were advised to enter into closer relations with the newspaper press.

The local teacher seems rather to have disappointed his friends. Still, it was agreed that the cost of University teaching made its distribution all over a county financially impossible. The University teacher must be used as an inspector, as lecturer at selected centres, as the teacher of the teachers, as one element, a necessary element, in a system. And Professor Garnett of Newcastle urged that the real need was to establish University Extension colleges in more urban centres. These would serve as a basis of operations and furnish laboratory accommodation. University Extension organizers should join with other local educational agencies in establishing these colleges.

Testimony was borne to the good work done by many of the students. Mr. Purch said he had received essays from gardeners, domestic servants, and operatives, which were up to the level of scholarship work in the University.

But what is to be the definite province which University Extension teaching is going to occupy in the scheme of technical education in the county? Alderman Snape (Lancashire) raised this point for discussion. Is it to be a substitute for Science and Art teaching? or a supplement to it? If so, in what point? Mr. Davis (W. R. Yorkshire) thought the Councils should make each an annual grant of, say, £1000 a year to a neighbouring University or University college and entrust to them peripatetic teaching in various subjects. Yorkshire had taken the lead in all scientific teaching among the working-classes, he thought, from the first. And the bulk of scientific education should be continued by the Mechanics' Institutes, helped by the occasional courses of stimulating peripatetic teachers. Mr. Chalmers Mitchell (Oxfordshire) answered Mr. Snape's question. There is a large audience which Science and Art teaching fails to reach. This is the field of University Extension. For example, the Science and Art teachers come to University

Extension lectures in scores of centres. The teachers want ideas, general knowledge of a subject, large views: this they can but get from the University men. Science and Art teaching itself aims at the acquisition of facts: the University Extension teaching at the dissemination of ideas. The County Council Extension centres should be carefully chosen. Pay the whole of local expenses at geographically suitable centres, adopt a sequence of subjects, and pay the travelling expenses to these centres of the best students and especially the teachers from the neighbouring districts.

Thanks to the University Delegates and to the Provost of Queen's were cordially accorded at the end of the sitting, the Master of Selwyn College intimating that the Conference would probably be invited to meet next year at Cambridge.

### III. LECTURERS' SESSION, APRIL 28.

The Conference closed with a meeting of those lecturers who had worked directly under the County Councils. The staffs of the Oxford, Cambridge, and Victoria Extension system were well represented. The Provost of Queen's closed the Conference with an eloquent address of encouragement and congratulation, which appropriately summed up the experience of a profitable gathering.

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### ARTHUR HUGH CLOUGH ON 'THE LECTURE versus THE CLASS.'

THE educational value of University Extension in the future depends very largely on the wise development of the *tutorial*, as distinct from the public-lecturing, side of the system. It is in the class-room, not in the lecture-room, that promising students make most progress. The public lecture is of course a necessary element in University Extension work. It is necessary because nothing short of a large audience can pay the bill. Nor is the public lecture to be apologised for as a necessary evil. Within proper limits, it is highly useful and productive of valuable results. It stimulates, it excites inquiry, it asserts itself, it impresses the public mind, it attracts outsiders, it recruits the class. It is the lantern which attracts the moths. But that is only the beginning of entomology.

Arthur Hugh Clough, in his evidence before the Oxford University Commission in 1850, discussed the very point which is now engaging our attention. He admits that the public lecture, the professorial lecture as he called it, was essential for reasons similar to those to which we have referred. 'But,' he continued, 'for the discipline of the student's mind, I account the private or class tutor no less essential. The Professor cannot get *behind* his pupil. If he has a large class, he cannot work with his class; and no probable amount of periodical examination will operate so thoroughly as this daily test. He examines now and then, but for the most part he addresses; the young men will run away perhaps with fine ideas; they will be caught with a flame of intellectual ardour, doubtless a precious thing but only too often transient; they will hurry into eager, much rather than steady, prosecution of private studies. For chastening and correcting, for sobering and undeceiving, . . . , some closer than professorial contact is needed; needed by the clever, who go beyond, as much as by the dull who fall behind. From my own experience' (a wide one let us remember, acquired in London as well as Oxford, in America as well as in England) 'I should say that, in a select class, almost as much good is derived by one pupil from the other pupils as from the teacher. The provincialities . . . are rubbed off; the peculiar excellencies communicated. This benefit, again, cannot be expected in a professorial assembly; and, in general, I am loth to run a risk of exchanging for the combined conceit and inexperience of the attendant on professorial deliveries, the modesty of the tried and practised working pupil such as the tutorial system should, and often does, produce.'

## THE CHARACTER OF QUEEN ELIZABETH.

PRIZE ESSAY, FEBRUARY COMPETITION.

THE innate good and evil tendencies which form the basis of a character are—in large measure—an ancestral bequest. Every man has something peculiarly his own, but much which he shares with his forefathers. Fostered, modified, or stunted by various influences, the family type is still traceable.

Place beside the portrait of Elizabeth those of her parents and those of Henry VII and his Queen. The latter's lovable expression is reproduced in the early likeness of her granddaughter. The little girl's affectionate ways overcame her sister's jealousy, earned the favour of her successive step-mothers, and the ardent friendship of her brother. But from childhood upwards, all things conspired to stifle this sweetness of disposition; suffering that would have soured many, dangers in which mercy meant ruin, cares that demanded every energy, crushed or expelled her softer feelings.

Yet she never lost some of her gentler traits such as her love for little children; and, occasionally,—as during the courtship of Alençon—seems to have craved terribly for family ties. To her father's and mother's memory she showed consistent loyalty, treating the friends and kindred of the latter with never-failing kindness. Her head undoubtedly ruled her heart, but to call her heartless is unjust.

She was, however, devoid of that larger love and sympathy which reaches out beyond personal friends, which can thrill at the heroism or yearn over the sorrows of a stranger or a foe. In her conduct towards outsiders—even towards her truest servants—we recognize the callousness of her grandfather. She had no enthusiasm for Orange, no gratitude for Walsingham, no commiseration for Davison. She profited by the straits of the first, allowed the second to die destitute, and made of the third a scapegoat to bear the odium of Mary Stuart's death. This last deed of selfishness was no solitary instance; when any one of her agents had provoked resentment by obedience to an unpopular order, she was ready to disown him as having acted on his own responsibility.

She was not cruel, disliking actual bloodshed, though occasionally she did not spare; but the miseries of imprisonment and other penalties short of death she viewed with unconcern;—witness the torture of Bishop Heath, the mutilation of Stubbs, and the captivity of Lady Katharine Grey.

The wariness and parsimony of Henry VII were leading features in her character, the former being allied with a readiness of resource largely developed by the circumstances of her life. Obliged even during girlhood to weigh well her words, familiar with fatal examples of imprudence, Elizabeth's cautious nature remained continually on the alert. In many a crisis, success or self-preservation hung on prompt and dexterous action, and—whether this consisted in hidden or in open measures,—she learnt 'to strike while the iron was hot.' Her subtle tact grew finer, her skill in devising expedients more ingenious, and these latter—alas!—less honourable. Her standard was but that of her contemporaries; study taught her the maxims of Machiavelli, experience accustomed her to unblushing dissimulation. The choice of any but the surest and safest methods was regarded as arrant folly; if these were beset by obstacles, such might be removed, whether by falsehood, treachery, or bribes.

If these principles were merely those of her day, the address with which she applied them was unequalled. One by one, she outwitted the diplomatists of Europe, using them to forward her own ends. She deluded dangerous neighbours with hopes of alliance, provided them with disturbances at home, and, while assisting their enemies, evaded actual war by conciliatory excuses.

Elizabeth estimated perfectly both her own capabilities and the temper of those around her. When she felt Cecil's judgment to be superior to her own, she allowed it to prevail; and, though usually 'managing' her Parliament, she conceded gracefully what it seemed hazardous

to deny. With wonderful penetration for the qualities of others, she fixed instinctively on the right man for the right place; yet, before acting on the verdict of her most trusted counsellor, she would weigh the chances of his being prompted by self-interest.

Few men ever possessed a cooler head or more practical common sense, and these qualities taught her that—assailed from without—her throne must depend upon her people. Their support could be retained only by identifying herself with them and making their interests her own; their strength would be her strength, and her sound judgment showed her how this might be secured.

So she set herself resolutely to heal England's wounds—the ecclesiastical confusion, the paralysed commerce, the prevalent lawlessness and poverty, and, by temporising and intrigue, to avert the threatened wars which might renew these evils.

Despite the Queen's skill in driving hard bargains, this task entailed great expenditure. The restoration of the coinage involved compensation to those who would otherwise have been losers; heavy bribes were required by foreign spies, heavy subsidies by foreign insurgents. Elizabeth's habits of stinginess were thus encouraged by her policy, until they finally became dominant, and her scanty preparations for resistance to the Armada might well have had disastrous effects. No presents were so welcome as those paid in hard cash: large sums were raised by doubtful methods: and one of her most hospitable entertainers was severely fined for recusancy. Even Leicester's death was followed by an auction of his goods that she might repay herself a former loan.

Points of resemblance to her parents are equally striking. She inherited from her father a genial manner coupled with an imperious will; strong instincts of order; a self-confident vanity, and a strange mixture of intrepidity and fear.

If necessity threw her into the arms of her people, inclination led the same way. She was at home with the Commons and loved the popularity which she well knew how to gain. But, though mixing freely with her subjects, she had deeply rooted theories as to keeping them in their proper place. It suited her diplomacy to foment the discords in Scotland and the Netherlands, but the attitude of rebellion against any Sovereign was so abhorrent to her that she interspersed her scanty succours with many sharp reproofs.

Although Elizabeth never passed the bounds of prudence, within those bounds her will was absolute. When re-organising the English Church, she granted concessions to each party; but, in the main, she adhered to her personal views, and exacted as rigid a uniformity as possible. On points she had waived, her real opinion was often plainly shown,—as when her objection to clerical marriage found expression in courtesy to Archbishop Parker's wife. She detested any deviation from what she viewed as 'decency and order,' and was too-conservative to look complacently on numerous innovations. Nevertheless she showed but little deference to the ecclesiastical authority she supported, treating the Bishops and their sees with arrogance and rapacity, fully equal to that of her father.

In private, she acted with despotic tyranny, brooking no opposition and indulging her violent temper by oaths at her ministers and blows at her attendants.

With all her dexterity in smoothing over affronts, she never stooped to be obsequious. To use a homely simile, it was not in her nature to 'eat humble pie.' She could and would defy the mightiest foe sooner than seem to cringe before him; and, when Philip furiously demanded the surrender of Drake, she answered by knighting the culprit.

Consciousness of success and talent unduly fostered her inordinate vanity; she loved to display her knowledge, to make Greek and Latin speeches, to discuss literature with poets and scholars; and perhaps the chief cause of her love for peace lay in its field for her diplomatic skill. Intrigue was her pastime, because in its mazes she felt herself unsurpassed.

This failing was nourished and her good sense partly blinded by the extravagant flattery of her courtiers,—

flattery for which she grew ever more insatiable, apparently not realising its hollowness.

It may have been partly self-confidence, partly trust in fortune which underlay her signal fearlessness. The spirit with which she met the Spanish invasion was matched by her previous *sang-froid*. She hawked and hunted during the period of Philip's preparations,—a time when suspense and apprehension might well have made her heart sick.

Yet when her own subjects rose in favour of the old Catholicism ; when Babington's plot was disclosed ; when her counsellors spoke of future treason, Elizabeth's courage failed. Not jealousy but terror sanctioned the execution at Fotheringay. Slowly and skilfully her admirers had worked on her fears till she found the situation intolerable.

She was ‘sometimes more than a man,’ said Cecil, ‘and sometimes less than a woman.’ Probably most of the Queen's weaknesses were Anne Boleyn's bequest. Her many caprices, her love of dress and amusement, gained for her the charge of frivolity. Beauty and wit in a man, gorgeous pageants from a city, were as sure roads as merit to her favour ; she loved too to dabble with the jugglery of the day, openly countenancing a noted conjuror. More reprehensible was her constant coquetry and her jealousy of other women, so readily angered by the marriage of her ladies or the superior beauty of their clothes.

If these were feminine foibles, there were other matters in which she might well have been more womanly. Her early romps with Thomas Seymour were followed by the concession of most objectionable freedom to Leicester. Pride and prudence forbade her union with him, but she had no scruples concerning flirtation. Her manners and talk were often of the coarsest, and she was unreserved to the verge of indecency ; used to deceive without shame, she bore the exposure of her lies with equal indifference.

Yet although—like both parents—a lover of pleasure, she was free from the grosser forms of self-indulgence ; frugal at table, and severely industrious, with great capacity for work. But these moral qualities were almost unsupported by anything deeper and holier. The controversial aspects of religion attracted her intellect ; its ritual appealed to her taste ; its establishment suited her ideas of order ; but from its inner life she stood apart. Perhaps the barbarities practised by the bigots of the day had led her to distrust enthusiasm ; certainly, what religion she had occupied a place so subordinate that it was necessarily done to death.

She was a woman of the world, one who commands our wonder but who cannot win our love. Yet with all her failings, with all her sins, England treats her memory with gratitude. We are reaping still the fruit of Elizabeth's wisdom ; we cannot deny her patriotism. The nation for which she toiled so successfully will judge her as gently as it can.

E. FENWICK.

#### THE GOVERNOR-GENERAL OF INDIA ON UNIVERSITY EXTENSION.

AT the recent Convocation of the Calcutta University, Lord Lansdowne made some remarks respecting the work of the University Extension Scheme in England. He asked, ‘Is it beyond the bounds of possibility that teaching of this kind might be undertaken in Calcutta, not necessarily in subjects bearing directly upon the University Examinations, but upon such subjects as history, literature, and those social, ethical, and economical questions in which we all of us take an interest?’ ‘We are of opinion,’ writes the Editor of the *Madras Journal of Education*, ‘that such a scheme is quite possible in India—but it should be dissociated from all idea of Examinations. We believe an intelligent audience of both English and natives could be easily got together in Madras, if subjects, such as those mentioned by Lord Lansdowne, were lectured on in an interesting manner by capable gentlemen.’

#### CONCERNING THE CENTRES.

BACUP.—The subject of Mr. Hewins' fifth lecture was ‘The Industrial Employment of Women,’ and he treated the matter in a most able manner.

BAKEWELL.—We have now completed our fourth session, and we hope that University Extension teaching has become an integral part of the life of the town. We are now trying to adapt the Exeter system to our small centre, and are offering special advantages to any ‘clubs or societies of an educational character’ which will become subscribers of £1 annually. For this sum they are to receive 8 tickets and to send a representative to act on the committee. The ‘Wesleyan Mutual Improvement Society’ has been the first to become affiliated in this way to our association, and we congratulate them on their enterprise.

BANBURY.—The subject of the last of Mr. Marriott's lectures on ‘Europe since Waterloo’ was ‘The Unification of Germany.’ At the conclusion, Mr. Pemberton proposed a vote of thanks to the lecturer, saying, that he hoped the lectures would engender in the minds of those who heard them a desire to study further the history of Europe.

BATH.—On Thursday, April 7, Mr. Carus-Wilson brought to a close his double set of lectures on ‘Geology’ at the Bath College and at the Guildhall. Throughout the course the audiences (though perhaps smaller than on some previous occasions) have undoubtedly shown an interest and keenness in excess of that displayed in regard to some other subjects, as is evidenced by the fact that no less than 68 students have qualified to be examined on May 5. On the result of the examination the committee offer, as an addition to the Delegates' prize, a ticket for one part of the summer meeting, and also a second prize ; while the Rev. H. H. Winwood kindly gives another to the student obtaining the best record on the fortnightly papers. It is only to be regretted that not more than six lectures could be given in the course. The committee, however, induced by the reputation gained by Mr. Carus-Wilson's lecture on ‘Musical Sounds’ given at last summer's Oxford meeting, made arrangements for this additional lecture to be given on March 28, when an audience of 150 or 160 thoroughly appreciated and enjoyed the excellent manner in which the subject was treated, and the curious and unique experiments and illustrations introduced. At the conclusion of the lecture the students were enabled, through the kindness of several local ladies and gentlemen, to examine various specimens of sand under the microscope. In connection with the course, two geological excursions in the neighbourhood have already been made ; first, to Wick Rocks, by a party of 60 under the able guidance of the Rev. H. H. Winwood, to whom the whole body of students, and more especially the association, owe their sincerest gratitude for his kind and willing help and invaluable instruction throughout the course. Secondly, to Clevedon, in conjunction with students from that centre and Wells, when about 60 persons were present, conducted by the lecturer himself and Mr. Button. It is intended that during the spring further excursions may be organized. For next session it is hoped to secure the services of Mr. Marriott for the autumn, and Mr. Ashbee on ‘Architecture as the language of the English people’ for the spring.

BRECON.—The last of a series of lectures on ‘Shakespeare's Plays’ was given by Mr. Warwick Bond on April 11. The lecture, as on previous occasions, proved to be most interesting and instructive. At the conclusion a vote of thanks to Mr. Bond, proposed by Mr. D. T. Jeffreys, was heartily carried. Miss Garnons Williams, in acknowledging a vote of thanks for her services as Secretary (proposed by the Rev. M. Jones-Powell), said that the course was most successful from a pecuniary point of view, although the attendances were not large because of the illness of a great many who took an interest in matters of that kind.

BRIDPORT.—The last of Mr. Carus-Wilson's twelve lectures on ‘Outlines of Geology’ was given at this centre on March 29. The course has been a thoroughly successful one, great interest in the subject having been manifested throughout. The average attendance (which was so large at the commencement that the town hall had to be engaged) remained good, in spite of the illness prevalent at Christmas. One very encouraging sign was the fact that nearly everyone attending the lectures remained for the class. A hearty vote of thanks was accorded to Mr. Carus-Wilson, whose unfailing care for the students has been greatly appreciated. A students' association, to continue the study of geology by means of excursions during the summer months, has been formed.

BRIGHTON (WEST).—The first course of University Extension lectures given in the newly formed centre at West Brighton was brought to a close on Friday, April 8. The lectures took place in the afternoon in the Banqueting Room of the Hove Town Hall. The subject has been ‘Shakespeare and some Selected

Plays,' the lecturer being Mr. Bailey, M.A., LL.D., F.S.A. Throughout the course the attendance has been excellent; the number of those attending each of the twelve lectures averaging 220, and of those remaining to the after class 205. The number of papers written by the students during the course has amounted to nearly 900, and Dr. Bailey has remarked on the high standard to which many of them have attained. 56 of the students have qualified for examination. The character of the lectures has throughout been felt to be deeply interesting and suggestive, and the crowded room has testified to the warm appreciation with which they have been met. The students feel that they owe a special debt of gratitude to Dr. Bailey for the kindly sympathy and personal interest he has shown them, which has been so markedly helpful and encouraging.

**CLEVEDON.**—On Friday, April 8, the last of our six lectures on 'Outlines of Geology,' was given by Mr. Carus-Wilson. The course has been well attended—average 100—all of whom stayed to the class afterwards. Many showed their interest in the subject by bringing specimens for identification, and those brought by Mr. Carus-Wilson to illustrate the lecture were a great assistance. Mr. Carus-Wilson was most kind in explaining any difficulties. 12 out of 20 answering papers went in for the examination on April 9, and it is hoped that many have distinguished themselves. A geological excursion for the Bath, Wells, and Clevedon centres took place on the morning of April 9, conducted by Mr. Carus-Wilson and Mr. Button of Clevedon, which resulted in the acquisition of some fine specimens. The course of lectures has given us a slight balance, though we charged a reduced sum for course tickets—7s. 6d. for the six lectures, and 2s. 6d. for the same to artizan class. This centre keeps a good bank balance in case of emergencies.

**DOVER (evening lectures).**—The scholarship of £5, open to evening lecture students only, and given for the best set of papers written during the course of Mr. Mallet's lectures, has been awarded to Mr. Baker.

**ELGBASTON.**—A very successful winter's session was concluded on March 30, when Mr. Shaw delivered a most interesting lecture on 'Cromwell,' which delighted his audience by its thoughtfulness and fairness. The average attendance throughout the course of twelve lectures on 'The Age of Elizabeth' and 'The Puritan Revolution' has been 80, and though the committee could have wished for a larger number of persons to benefit by the thorough and critical consideration of this most important period of English history, they are satisfied that the lectures were much appreciated by those who regularly attended them, and evidently aroused great interest among the students. The lecturer expressed himself as well satisfied with the quality of the papers sent in, though he would gladly have received a larger number. There was a general expression of regret at the termination of the lectures, and the committee hope to arrange for two courses next season, and the students confidently hope that Mr. Shaw will revisit this centre in the autumn.

**GLoucester.**—An important meeting was held in Southgate Lecture Hall on April 11, to receive the report of the committee on the two courses given by Mr. Horburgh and Mr. Mallet during the past winter. The report, which was read by Miss Brooke-Hunt, stated that the experiment of establishing at Gloucester a centre in connection with the Oxford Extension scheme had been most successful so far, and the committee hoped that the lectures may become a permanent institution in Gloucester so that opportunities of self-improvement may be given to those who earnestly desire it, and who have hitherto been debarred from obtaining it through lack of any organised system. The meeting was addressed by the Mayor of Gloucester (Ald. Platt), Mr. J. J. Seekings, Mr. M. E. Sadler, and other gentlemen.

**GRAVESEND.**—The last lecture of the course on 'Victorian Writers' was delivered by Mr. Spender on April 4. The Mayor, in moving a vote of thanks to the lecturer, said that Mr. Spender had not met with the audiences at Gravesend which he was able to command elsewhere. The principal causes to which he attributed the fact were the opening of the New Public Hall and the existence of the Science and Art Classes, the latter having absorbed the attention of the students. Mr. Crook, B.A., on behalf of Miss Ambler, the Hon. Sec., seconded the resolution, and expressed his warm appreciation of the benefit he had personally derived from the course of lectures.—*Gravesend Standard.*

**HEREFORD.**—Mr. Carus-Wilson's course on the 'Outlines of Geology' has just come to a close, and there is a general feeling of regret that it could not be extended to twelve lectures. In returning thanks to the lecturer, the Rev. Wm. Elliot, a local geologist of repute, and a Past President of the Woolhope Naturalists' Field Club, speaking on behalf of the members of this club, particularly alluded to the remarkable compression of the material dealt with in the course, to the simplicity and clearness of language with which this material was meted out to the students, and the excellent arrangement of the matter which

covered so large a field. It is clear that extempore lectures, such as those given by Mr. Carus-Wilson, are much more calculated to interest and hold the attention of students than those delivered from notes. The method adopted by the lecturer of supplying his students with tables and handbook of diagrams at cost price greatly facilitates the study of geology, aids in the instruction, and leaves in the hands of students reliable information—a great improvement upon diagrams suspended upon the walls, which a student rarely finds time to copy. The Woolhope Club acknowledges that the University Extension system of giving a course of lectures, such as these on 'Geology,' might well be taken advantage of by other field clubs throughout the country.

**ILKLEY.**—The greatest interest has been taken in Mr. Carus Wilson's admirable lectures on 'Geology,' and at our last meeting the students decided unanimously to ask Mr. Carus-Wilson to give a course of six lectures on 'The Crust of the Earth,' in the autumn of this year.

**LEAMINGTON.**—Mr. J. Fenn Clark writes,—'In common with many others, I have received so much pleasure from the present course of lectures on 'Geology' now being delivered in Leamington, that I cannot help expressing to you the immense help I have derived from the lucid way in which Mr. Carus-Wilson has brought the subject before us. He has added the charm of freshness and novelty to a subject which many are too wont to consider dry, and altogether beyond their reach, by his animated manner, terse phraseology, and ready kindness in responding to all questions; thus opening out an interest in the Science of Geology which has not hitherto existed in our locality, one already known for the richness of its treasures. This course has well supplemented that of Mr. Mackinder on 'Physiography,' which may be said to have first awakened the interest. The students' class, intermediate meetings, has also been well attended, and large numbers have gathered on each occasion eager to learn more, some of whom evidently are not intending to let the matter drop.'

**LEOMINSTER.**—The last of a course of six lectures on 'Geology' given by Mr. Carus-Wilson, F.G.S., &c., was held at the Technical Institute on April 19. For the size of the centre the audiences have been large, and their appreciation, both of the subject and of the untiring efforts of Mr. Carus-Wilson, has been most marked. Many papers have been written weekly, and sixteen students are qualified to enter for the examination which will be held on the afternoon of April 26.

**LOUTH.**—On April 14 the last of six fortnightly lectures on 'England in the 18th Century,' by Mr. Mallet, was delivered in the Town Hall. The course has been a very successful one, and the local committee are well satisfied with the result. The attendance has not been quite so large as hitherto, but the difference is easily accounted for by the very bad weather we experienced in the early part of the course, and by the fact of the last lecture being delivered on the eve of Good Friday, when only eighty-seven attended, owing doubtless to many having left the town for Easter. The last lecture was a fortnight later than it was originally arranged for owing to the misfortune which befell Mr. Mallet in having the influenza. Nevertheless the average attendance at the lectures was 155, and at the class seventy-seven. The lectures covered the matters contained in the first part (Lectures I to VI inclusive) of Mr. Mallet's syllabus for the 18th century, and it is hoped that the latter part of the century may form the subject of a course next spring. This is the third course which has now been given by Mr. Mallet at Louth, and the least that can be said is that his lectures have been very much appreciated, and he is thoroughly popular with his audience. A fair number of papers have been written during the course, and it is to be hoped that several students will enter for, and be successful in, the examination which has been fixed for April 28.

**PETERBOROUGH.**—*Method of raising Local Guarantee Fund.* The committee consists of about forty, and unanimously passed the following resolution, 'That each member of the Committee shall become a guarantor for not less than £1 to the expenses of the course of lectures, his or her liability to be diminished by the amount in value of the tickets sold.' Price of tickets for the course:—Numbered and reserved seats, 10s.; second, 5s.; third, 1s.; single lectures, 2s. 6d., 1s., and 3d. All the members were supplied with tickets; and about £50 worth were sold by them, and about £12 worth at the doors, &c. The expenses were about £54, leaving a balance in hand of about £8.

**RAMSGATE AND BROADSTAIRS.**—The first three courses at this centre were on literary subjects, and some doubts were expressed as to whether a historical one would be equally successful. But the committee are glad to be able to report that the fourth course which has just ended has been entirely satisfactory. Mr. Mallet's lectures have been very much appreciated by the general audience, as well as by those who have studied the subject more carefully. At the close of the last lecture Mr. A. Daniel proposed a vote of thanks to Mr. Mallet for his

most interesting lectures, and said he hoped the students would not be satisfied to let their work end with the course, but would be encouraged to go on and use to the fullest the share of intellectual gifts with which God had endowed them. In seconding, the Rev. H. C. V. Snowden said he had been particularly struck with the remarkable clearness with which Mr. Mallet had treated many difficult points. The resolution was heartily responded to by the audience. Owing to various circumstances only eight persons have been able to enter their names for examination, though several others were qualified.

**ROMSEY.**—On Tuesday, April 5, we finished the second part of a course of lectures on 'The Relation of History to Painting,' which was continued from the autumn. The fact that Mr. Cotes has delivered four courses in succession testifies to his popularity in this centre. The students feel the great advantage of having a series of connected lectures, and we think it carries out the purpose for which the University Extension scheme was originated. Throughout the course the interest has been well maintained, and the hearty thanks of the committee and students are due to the lecturer, both for the clever and original way in which he has treated his subject, and for the valuable help he has given to those who have written papers.

**STROUD.**—As was anticipated, says the *Stroud Journal*, considerable interest was manifested in Mr. Mallet's first lecture on 'Ruskin,' and the able manner in which the lecturer treated the great writer's views on political economy and the labour question clearly afforded much pleasure.

**WARRINGTON.**—We have been much pleased and instructed by Mr. Boas.

**WELLS.**—A joint meeting of the local branch of the University Extension and the Wells Natural History Society was held at the Palace on April 19, the Lord Bishop in the chair. There was a large gathering. The Chairman said that University Extension was the greatest intellectual movement of the day, and it aimed at the universality of the presence of the universities. Its object was to carry light and knowledge into every scattered hamlet, and the interest taken in the movement in the North, and the success it had achieved, were perfectly wonderful. He then introduced Mr. M. E. Sadler, who traced the origin and growth of the movement, which had now attained such dimensions that in England alone there were 60,000 students, and centres in no fewer than 300 towns. The speaker remarked that where co-operation was found in its highest perfection, as at Oldham, this movement had also reached its fullest development. He spoke in a sanguine tone of the immense results which he anticipated from the movement. After the distribution of the prizes the Lord Bishop called upon Mr. Hippisley, who read an interesting paper on the 'Divining Rod.'

### SCHOLARSHIPS AND PRIZES.

*To enable Students to attend the Summer Meeting at Oxford in 1892.*

THE following donors have expressed to the Delegates their desire to offer Scholarships and Prizes for competition in 1892:—

|                                                                                      |     |   |   |
|--------------------------------------------------------------------------------------|-----|---|---|
| The Marquis of Ripon, K.G.                                                           | £50 | 0 | 0 |
| J. G. Talbot, Esq., M.P.                                                             | 10  | 0 | 0 |
| The Very Rev. The Dean of Christ Church                                              | 5   | 0 | 0 |
| Rev. W. Warner, Censor of Christ Church                                              | 5   | 0 | 0 |
| Rev. E. Massie (Grange)                                                              | 5   | 0 | 0 |
| Arthur Bayley, Esq., Pembroke College                                                | 10  | 0 | 0 |
| W. H. H. (Ambleside)                                                                 | 5   | 0 | 0 |
| M. E. Sadler, Esq.                                                                   | 10  | 0 | 0 |
| The Secretary's Scholarships [Subscribed by the Students at the Summer Meeting 1891] | 21  | 0 | 0 |
| M. S. B.                                                                             | 4   | 0 | 0 |
| P. C. M.                                                                             | 6   | 0 | 0 |
| Streatham Students, per Mrs. Leaf                                                    | 10  | 0 | 0 |
| Rev. E. F. Sampson, Senior Censor of Christ Church                                   | 5   | 0 | 0 |
| J. Wells, Esq., Fellow and Tutor of Wadham College                                   | 5   | 0 | 0 |

The conditions of the competition can be obtained from the Secretary, University Extension Office, Oxford.

### LETTERS TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

#### University Extension in America.

DEAR SIR,—A few notes on the work here may not be without interest to your readers. The work of the American Society for the session 1891-92 is now drawing to a close and it is possible to form a fair estimate of the returns which will be compiled presently. In direct connection with the Society there will have been 63 centres, 117 courses averaging rather more than 7 lectures each, and a total average attendance (compiled on our Oxford system) of 16,000 or 17,000. The usual charge has been \$1 a course of 6 lectures, and the most popular subjects, Literature and American History. Three courses in Philadelphia are especially worthy of notice:—

1. A course of 18 lectures at Frankfort, an industrial suburb, on the Political History of Europe, *the last six of which were paid for by the Students' Association.*

2. A course of 12 lectures on the History and Theory of Money, organised at the suggestion of the President of the Bank of the Republic, and attended by some 280 Bank clerks. The syllabus in this course covered 72 pages! It must be remembered that monetary questions are very lively here just now.

3. A course of 18 lectures on Mathematics with Applications to Mechanics—organised by a working-man, who got 33 others to promise \$5 each. 160 appeared at the first lecture and the price was reduced to \$3. The average attendance has been 90. Mechanical draughtsmen have constituted the bulk of the class.

Some of the best work has been done in the country-towns at a distance from Philadelphia, e.g. in the Scranton and Wilkes-barre district, where six centres in 1891-92 are to become twelve in 1892-93 and are to be leagued into a District Federation.

Besides the American Society's work in and round Philadelphia, much is being done by other organisations. The Brown University of Rhode Island has, as I understand, a large number of small classes *without* lectures, a variation from the normal type of University Extension. In New York State there is some danger that the Governor may veto the renewal of the grant of \$10,000 made for the first time last year, but the results will not be serious even should he do so. Out west University Extension has become a furore, especially in Wisconsin, Kansas, and Minnesota—in the first named state it has become a remarkable organisation among the farmers for agricultural education, cf. our County Council work.

Yours truly, II. J. MACKINDER.

Philadelphia, April 16.

#### Cambridge Affiliation Certificates.

SIR,—In the April number of the *Gazette* I observe the following statement:—'The Cambridge Affiliation Statute has greatly stimulated local effort, but its University privileges are, we believe, a dead letter.'

The first of these statements is perfectly accurate, the second is not correct. Three of our students have obtained Affiliation Certificates, and two of them have proceeded to Newnham, and in their case, so far from the Scheme being a dead letter, they are excused the previous examination, and will be entitled to enter for the Tripos Examinations three terms earlier than they could have done if they had not obtained Affiliation Certificates.

Yours, &c., EDW. T. WILSON.

Hull University Extension Society,  
6 Whitefriar Gate, Hull.

#### Scarcity of Candidates for Examination.

SIR,—Is it possible that the clause in the 'Green Pamphlet,'—'*In case no examination is required on the course two guineas is deducted from the above charges,*'—may have something to do with the small proportion of students who enter for examination? In the case of a course of lectures which is a financial failure, this reservation must seriously impede the work of the local organisers

for in such a case the committee must of necessity ask themselves whether they are justified in incurring further liability for the sake perhaps of only two or three students. The morale of the question of spending public money probably decides it in the negative, and the evil result is twofold (1) Two or three students lose the opportunity of passing the examination, and the general proportion of examinees is reduced; (2) the committee have no practical proof of the intellectual value of their work with which to combat the depression caused by the financial failure, and in consequence of having no incentive to further effort the centre collapses. I would suggest that all University fees should include the examination of at least 12 candidates, and that no reduction should be given in case of the examination not taking place. It would then seem somewhat of a disgrace to a centre not to have made full use of their possible advantages, and armed with a few certificates with which to dazzle the public, many a tottering centre would take new life. This is of course only the practical view of the local organiser; the advantage of the examination in preventing desultory paper work and keeping up the standard is too obvious to need advocating.

Yours truly, A SECRETARY.

DEAR SIR,—In the April number of the *Gazette* there appeared a charge against the Reading Centre that at the last examination, insufficient notice was given to intending candidates. Will you kindly allow me to state the facts of the case? Our local secretaries gave out publicly before the last lecture that an examination would be held in the following January, and at the last lecture those who intended to sit were asked to send in their names and addresses to Mr. White.

Mr. Boas' course ended on December 14, and the examination was held on January 27. Surely that was a long enough interval for anyone, who really wished to enter for the examination, to find out when it was to be held.

With regard to the suggestion about printed notices, that is not possible where the centre is not a wealthy one.

In conclusion, I must remark that our secretaries are always ready to send out notices and give information, if they can only discover where such help is wanted.

Believe me, Yours, KATHERINE N. GREEN.

(Hon. Sec. of the Reading Students' Association.)  
23 Blenheim Rd., Reading.

#### ENCOURAGEMENT OF SUMMER STUDY.

Mr. C. E. Mallet has kindly offered to hold weekly or fortnightly classes (in the subjects on which he offers lectures) during May, June and July, on Friday or Saturday evenings, at centres not far from London, where there is a class or body of students anxious to carry on their reading through the Summer.

There will be no fee for these classes beyond the payment of Mr. Mallet's travelling expenses from London. Books will be supplied at 'Summer Library' rates.

Early application for these classes should be made to the Secretary, University Extension Office, Oxford.

Mr. Mallet prefers to visit centres where he will not be lecturing next winter.

#### VAGUE.

The following post-card recently arrived addressed:—  
'Oxford University,  
England.'

' Lexington, Ky. Mar. 22, 1892.  
Oxford University, Eng.  
Please send me a catalogue of your School.  
Respect.  
J . . . H . . .  
Address care of State College,  
Lexington, Ky.'

#### A TRANSATLANTIC VIEW OF UNIVERSITY EXTENSION IN ENGLAND.

IN his Report for 1888-9, recently presented to the Government of the United States, the eminent Commissioner of Education, Dr. William T. Harris, writes as follows on the subject of University Extension in England. The passage, it should be added, is extracted from a brilliant survey of European education, conceived in a philosophical spirit and illustrated by copious statistics.

'Outside of the elementary education,' writes the Commissioner, 'aided by the Government and enforced by its compulsory laws, the English Universities have established a system of lectures and home study in a vast number of local centres in England, under the general name of "University Extension." Perhaps there was a sense of danger from the growth of board schools—a feeling that a vast stratum of people educated in a system of schools nowise related to the University education of the country, would be in natural antagonism to the stratum of gentry and nobility educated in the Universities. There was good ground for such a fear. A sort of Philistinism is sure to arise in a system of schools which does not include within it all grades of higher instruction as well as elementary instruction. This appears first in an attack on the conventional course of study chosen for culture and a "liberal" education. The so-called "practical" studies are much blamed at the expense of "ornamental" studies. Under the former are included studies whose relation to the arts and trades are most obvious; under the latter those branches which minister to general culture. The studies which give one insight into human nature and into the historical growth of the institutions which prevail are really the most practical of all studies, and yet these studies are the first one attacked by the "Philistines" as ornamental rather than useful.'

The University Extension Movement in 1889 reached numerous local centres in England and Wales, and included 380 courses of lectures, with 40,187 persons in its audiences. It is difficult to say who have derived most benefit from this movement. The University graduates have been led by it to study the questions that arise in the minds of the masses of the people, and by this study are obtaining an ability to make valid to all classes of people the results of higher studies in science and literature. They make secure thereby the foundations of higher learning in the minds of the masses and re-establish its authority on an entirely new basis—a basis of recognition and affectionate respect rather than the former one of caste and haughty assumption of superiority. The work of University Extension furnishes the desired field for that large and increasing class of scholars known as post-graduates or "filiows," who need to apply their knowledge, and to conduct original investigations in the form of seminary and laboratory work in connection with researches into existing institutions. They are to come into contact with the people on the one hand, while they on the other hand are themselves still under the control of the University. The highest class of educated minds is brought to the assistance of the lowest. A sort of inventory of the enterprising and aspiring individuals among the uneducated classes will be secured, and they will be brought under the influence of University traditions and modes of reasoning. This will give a solidity of opinion on all practical subjects in the highest degree salutary. It will correct alike the narrowness of the specialist and the shallowness of the self-educated. This feature of English education is well calculated to prove serviceable in all English-speaking countries, and is indeed in process of migration to America now.'

Dr. Harris closes his *résumé* of English educational progress with the following comment:

'The thoughtful observer has constant occasion to admire the prudence with which the English nation moves forward in such a manner as to get the full benefit out of all that has been already achieved. It wastes nothing that it finds. But perhaps it deserves criticism for a too great economy—an economy that wastes the raw material of present possibilities of youth under better methods and appliances in order to utilize capital invested in somewhat antiquated appliances.'

## ARE WELSH EXTENSION STUDENTS TO HAVE DEGREES?

A correspondent writes as follows :—

'The establishment of a University for Wales is only a matter of time—possibly of months. National sentiment and practical convenience alike command the scheme, and political as well as educational forces will ensure its adoption. The formative discussions which must precede legislative action are already in process, and throw much light on the significant change of opinion which has taken place on University questions.'

On two points this change calls for special notice. One is that the methods of the University of London have gone out of fashion, the other that Extension work is now regarded as an essential part of the University system. In other words, people have realised at last that what men and women go to a University for is not merely to be labelled by an examining board as a bottle is labelled by a wine merchant. The label, provided it is accurate, matters very little compared with the flavour of the wine inside, and the flavour of the wine depends largely on what soil the grapes are grown. Secondly, the more unselfish idea of a University has so far prevailed, that everybody regards it as necessary that the central institution should do all it can, formally and by indirect pressure of influence or example, to stimulate the intellectual ambitions, to guide the educational efforts, and to recognise the attainments of students who are either too young, too busy, or too poor to enter upon its regular curriculum.

Two further questions remain still in the region of debate. Shall a University give degrees in Theology, and, if so, shall the theological professoriate be attached to one denomination, or representative of any or all of them? Shall women have the same opportunities as men to share in the studies of the University, in its discipline, in its privileges, in its government?

On the last of these four questions, Dean Owen, in a recent article in the *Welsh Review*<sup>1</sup>, does not touch. With the other three questions he deals frankly and judiciously. Permit me, however, a few words on his views on University Extension.'

'Though I can only devote short space,' he writes, 'to the question of the position in the University of students and teachers under University Extension, I consider it one of the most vital aspects of the whole question, as on its solution will largely depend the question whether the Welsh University is to be in full reality, as well as in name and import, national. There is every prospect of a large number of University Extension students in Wales with proper encouragement. The desire and capacity of higher study is widely diffused among Welsh working-men. The movement for shorter hours of labour will give that increased leisure as time goes on. The establishment of local free libraries in villages as well as in towns is not a question of the remote future, as villagers now by reason of their votes have been discovered to be worthy of the competitive considerations of statesmen. But I fear that it will be difficult in a poor country like Wales for a very long time to pay workmen such a wage as will enable them to afford the time and expense of sending sons of average intelligence to college. But it seems to me most desirable that the level of education among the masses should be, in every way possible, raised. Large classes are already in successful operation in some parts of Wales under the Technical Instruction Act. These classes meet too directly a practical, popular need, not to spread rapidly all over Wales. Technical classes, and, let us hope, continuation schools, will train young Welshmen to benefit by University Extension lectures. University Extension lectures would not clash with the interests of our University colleges. On the contrary, it would be found in this case, as has so often been found before, that one good thing helps another in the long run. More sons and daughters of Welsh working-men would be stimulated by University Extension training to make sacrifices to benefit by the better equipped teaching of the University colleges. But the strain on the resources of the staffs of the University colleges is already too great to admit of their personally adding to their college work the duties of University Extension lecturers. Mr. Herbert Lewis has shown that Wales does not receive for education from the Imperial Treasury anything like the proportion which it has a right to claim by comparison with the

educational grants made to Scotland and Ireland. The balance due to Wales would provide for the payment of a large number of itinerant University Extension lecturers. No Chancellor of the Exchequer would care to resist the claim, both just and strong, of united Wales for educational grants on the basis of proportionate equality with Scotland and Ireland. For the sake of convenience of organisation, as well as of the prestige of Extension teachers, it would be desirable that these teachers should be appointed, paid, and directed by the University Governing Body. Two points seem to me remaining of primary importance. Extension students should be placed on an educational equality with college students and Extension teachers with college teachers in the University. A certificate of having attended a prescribed number of lectures in each subject, either at a recognised college of the University or in a class taught by a teacher recognised by the University Governing Body, ought to be a sufficient guarantee against cramming, and a strict insistence upon an adequate standard in the University examinations ought to be a sufficient guarantee for the honour of the Welsh degrees. I see no reason why a man who has attended the prescribed courses of lectures by a teacher of whose qualifications the University has certified itself should be placed in any position of inferiority in the University. But I see many reasons in the special circumstances of Wales and in the special characteristics of Welshmen why the University ought, as a principal part of its mission, to organise and encourage in every way possible, without detriment to education, a general system of University Extension throughout Wales. And on the principle of the rider attached to the first Shrewsbury resolution it seems to me educationally desirable and also only fair that University Extension lecturers should be represented on the Boards of Studies of their respective faculties side by side with college professors. We must be careful in founding a Welsh University to guard against all temptations to create educational inequalities by statutes. Let all find their level by their merits in the University. Educational exclusiveness and arrogance are apt to be at best quite as unpleasant and injurious as any other forms of these frailties of human nature. I would conclude by cordially endorsing Dr. R. D. Roberts' most true and practical remark that the problem of Welsh education cannot be solved without extensive, though careful, application of the itinerant system. We have experience of the advantages, as well as some disadvantages, of the application of this system in Wales in other directions to guide us. The policy of bringing the University as near as possible to all classes of the people seems to me the only policy which will make the University all that it ought to be and can be for Wales.'

'With the chief of Dean Owen's contentions, most of us will be in hearty agreement. Extension teachers should hold no inferior place in the University faculties; Extension students should receive, at the hands of the University, direct and generous recognition. But when the Dean proceeds to hint—that his language is so guarded as to obscure the precise character of his proposals—that Extension students should, after attending courses of lectures away from the residential colleges, and after sufficient examination in the subjects taught by those lectures, be eligible for the same degree as that given to the resident students of the University, he seems to me practically to contradict his own principle that "the Welsh University should not be formed on the lines of the London University." For what is the essence of the modern view of University work? Surely that a period of residence in one of the colleges of the University must be a condition precedent to a degree. To have listened to a travelling member of the University faculty is a good thing, but it is not equivalent to residence. The value of "residence" lies in a student's participation in the traditions, the "ethos," the atmosphere of the collegiate institution. A travelling teacher can convey an idea of what "residence" means, can quicken a desire for its advantages. But he cannot himself bestow these advantages. It would be a blunder therefore to claim for Extension students, without further requirement of residence, a share in the ordinary degrees of the new Welsh University. To bestow such a degree on such different kinds of qualifications would be to confuse or mislead the public.'

But it is clear that as University Extension work develops and deepens, the students who attend and pass creditable examinations on long courses of lectures, arranged in progressive and orderly sequence over a period of years, will seek and deserve some specific diploma testifying to their attainments. Such a special diploma might well be awarded by a joint Board representing all

<sup>1</sup> 'Constitution of the Welsh University,' by Dean Owen. *Welsh Review* (Kegan Paul), February, 1892.

Universities separately and independently engaged in the supervision of Extension teaching. Dignified recognition would thus be secured for Extension students, and perilous confusion between different kinds of University training would be avoided, while at the same time promising students discovered and encouraged at the Extension centres by the travelling teacher, would be incited by him, and, if necessary, aided by scholarships and exhibitions to enter upon a residential course of study in the University itself, a sufficient period of preparation at an established Extension centre being accepted, under a statute of affiliation, in lieu of a portion of the prescribed minimum of residence.'

### STUDENTS' ASSOCIATIONS.

**ALTRINCHAM.**—Number of members, 46. Number of meetings held last session (Sept. 1891-Jan. 1892), 8. *President*—Miss HALL, Bowdon College, Bowdon. *Secretary*—Miss MILNE, Albert Square, Bowdon.

**BAKEWELL.**—The first of the Monthly Summer Meetings was held by the 'Students' Association' on April 7th, when the following subject was discussed, 'What were the causes of James I's unpopularity?' How far can it be attributed (1) to his own character and errors, (2) to the transitional character of his reign? A 'skeleton essay' was finally drawn up on the subject to be submitted to the Lecturer for criticism. The May Meeting will take the form of a geological excursion under the leadership of Mr. G. Fletcher, Lecturer for the Derbyshire County Council. By the kind donations of friends in the neighbourhood and the efforts of the students themselves, as well as by the generosity of other centres in answering the Secretary's appeal for books on loan, a good Reference Library has been collected, by means of which we hope to be well prepared for our autumn course.

**BEDFORD.**—This association was only formed in Nov. 1891. Number of members, 25. Number of meetings held last year, the first being held Nov. 9, 3. Amount of annual subscription, 2s. 6d. *Secretary*—Miss BLAKE, 10, Alexandra Road, Bedford.

**BOURNEMOUTH.**—Number of members at present time, 62. Number of meetings held last year, 15. Amount of annual subscription, 3s. *Secretary*—Miss PUNCH, Brackendene, Wimborne Road, Bournemouth.

Our Rules are as follows:—

1. That the Association be called 'The Bournemouth Students' Association.'
2. That anyone over the age of 16 be eligible for election.
3. That the management of the Association be vested in a Committee, to be elected annually, consisting of a President, two Vice-Presidents, a Secretary and Treasurer, and eight other members of the Association. Five to form a quorum. The President to have a casting vote.
4. That members shall pay a subscription to the Funds of the Association. That such subscription shall be due from the first day of the term in which they are elected, and shall be, for those joining in the October term of each year and paying for the whole year in advance, 3s.; for all other members, 1s. 6d. per quarter.
5. That a General Meeting be held in January of each year to elect the Management Committee and Officers.
6. That a General Meeting of the Members shall be held twice a year.
7. That candidates for election to the Association shall be proposed and seconded by Members of the Association, the election being vested in the hands of the Committee.

8. That at ordinary meetings of the Association any Member shall be allowed to introduce a friend, who shall not have power to vote or speak on the subject under discussion, except by invitation of the President or Chairman.

9. That none of these Rules shall be altered or rescinded without the consent of two-thirds of the Members present at the General Meetings, or at a Special General Meeting.

**CAMBORNE.**—Number of members, 22. Number of meetings held last year, 12. Amount of subscription, 1s. plus 1s. for use of travelling library. *Secretary*—Miss EDITH S. BUDGE, Bassett Road, Camborne, Cornwall.

**COCKERMOUTH.**—Number of members at beginning of session, 15. Average number in attendance (as nearly as possible) 10. Number of meetings (session 1891-2), 10. Subscription, 1s.

**ILKLEY.**—The Students' Association formed here last year progresses favourably. There have been six meetings with an average attendance of 15 members. Papers have been read on the following subjects—

'Chemical facts preliminary to a study of Geology.'  
Syllabus of Second Lecture.

Syllabus of Third Lecture.  
'Glaciers and Glacier Action.'  
'The Age of the Earth.'

These have given rise to interesting and profitable discussions. **LOUTH.**—The meetings of the Association have been well attended, and, thanks to the energies of the Hon. Secs., have been made interesting and helpful to the students.

**PENZANCE.**—The Association was formed in September, 1890. Number of members, 102. Number of meetings held last year, 18. Average attendance, about 30. The meetings were held weekly whilst the Extension lectures were being given. The subscription is 1s. a year, and after meeting all expenses for rent, printing, and postage, the Treasurer was able to show a good balance on the right side. *President*—Miss ROSS. *Vice-President*—Miss TRELAUNY. *Hon. Treasurer*—Miss BODILLY. *Hon. Secretary*—Miss F. MORLAND, Clarence Cottage, Penzance. During the spring the Association meets once a fortnight, and the members write papers on subjects given out by the Committee. A Library has just been started in connection with the Association, and 30 members have joined. The subscription is 1s. for the half year. Three readings have been given during the year, when members were allowed to bring their friends. The first two consisted of readings from Shakespeare, but the last was composed of readings from George Eliot, Dickens, Scott, &c. There were nearly 200 in the audience.

**PETERBOROUGH.**—A Students' Association has been in existence since Jan. 1891, and has made fairly good progress. There are at present 20 members, who are engaged in the study of 'Browning's Shorter Poems.' Seventeen meetings were held during last year, the study from May, onwards, being the French Revolution which was the subject of the autumn course of Extension lectures. The Society now meets once a fortnight, the annual subscription being 2s. *Secretary*—Mr. H. E. AYRES, 8, Henry Street, Peterborough.

**RAMSGATE and BROADSTAIRS.**—Eleven papers, bearing on the period covered by Mr. Mallet in his lectures, have been read at the meetings of the Students' Association; a subject being selected in connection with the coming lecture, which the students are thus prepared to appreciate more fully. *Secretary of Ramsgate Association*—Miss BANKS, Eastcot, Ramsgate. Number of members, 23. Annual subscription, 6d. *Secretary of Broadstairs Association*—T. F. RAVEN, Esq., Barfield House, Broadstairs.

**REIGATE.**—Number of members, 26. Number of meetings held last year, 14. Annual subscription, 1s. *Secretary*—Miss GREENHOW, Castle Lodge, Reigate.

**ROMSEY.**—The members of the Students' Association have held their meetings regularly once a week for discussion, and are now arranging for a definite course of study through the summer, preparatory to Mr. Cotes' Lectures on 'Painters in Modern Europe,' which we hope to begin in October. Number of members, 22. Number of meetings, 1891, 22. Subscriptions received during the year, £1 19s. od. *Secretary*—Miss E. PHILLIPS, Bickleigh House, Romsey.

**RYDE.**—Association formed in connection with Mr. Marriott's course on 'British Colonies.' Number of members, 7. Number of meetings held, 12. Annual subscription, 1s. *Leader*—Miss HUDSON, St. John's Lodge College for Ladies, Ryde.

**TUNBRIDGE WELLS.**—Association started in February, 1892, in connection with the evening lectures. Fourteen members. Eleven honorary members. Annual subscription for members, 6d. Hon. members, 2s. 6d. Meets weekly during the course. *Secretary*—Mr. C. W. STEVENS, 43 Grosvenor Road, Tunbridge Wells.

[Additions to this list should be sent to the Editor.]

### BOOKS ON OUR TABLE.

*The Madras Journal of Education.* Edited by Thomas Denham. Madras, V. Kalyanaram. March, 1892.

Under the editorship of a well known Oxford man, this journal is fighting its way to the front rank of educational journals. Its contents are bright, varied, copious, and up to date.

*Loving and Living,* by E. M. T. Bakewell, A. E. Cockayne. Crown 8vo, pp. 40. Price 1s. net, post free.

A genial little book, pleasantly written.

*Antiche Lotte, Speranze nuove,* by Fanny Zampini Salazar. Naples, A. Tocco. 8vo, pp. xv, 414.

A capital survey of the English institutions for the higher education of women, written by a well known Italian lady who is working for the establishment of similar institutions in her own country.

## PRIZE ESSAY COMPETITION.

Two prizes, of one guinea and half-a-guinea respectively, are offered for the best original essays by Oxford University Extension Students on the following subject :—

*'The principles of Ventilation as applied to dwelling-houses.'*

One or both of the prize-essays will be published in the July number of the *Oxford University Extension Gazette*.

The essay competition will be continued in future months ; and the subjects set for the essays, which will be drawn in succession from history, literature, economics and natural science, will all bear on the studies now being undertaken by students in preparation for the Oxford Summer Meeting of 1892.

### RULES OF THE MAY COMPETITION.

1. The competition is confined to students who are now attending Oxford University Extension courses, or have attended such courses in any session since October 1890, or were present at the Oxford Summer Meeting of 1891.

2. Each essay must reach the Editor of the *Oxford University Extension Gazette* (University Press, Oxford), fully prepaid, and not later than the first post on *June 15*.

3. No essay must contain more than 1800 words.

4. Essays must be written in a clear hand, on numbered pages, and on one side of the paper only. Each page must bear the writer's name or pseudonym.

5. Writers must send, with their essays, their name and address. In the case of the successful essays, the name and address of the writers will be printed in the *Gazette*. In the July *Gazette* the receipt of unsuccessful essays will be acknowledged, and all the essays will be classed according to merit in three divisions. If expressly desired by the writers, the Editor will only give the pseudonyms of the unsuccessful competitors.

6. Should the adjudicator decide that no essay is good enough for the first division, the prizes will be withheld.

7. No student will be allowed to receive more than four prizes in twelve months, but all essays received will be classed according to merit, and the best essay will, in every case, be printed.

8. The Editor can only return those essays which reach him accompanied by stamps fully covering return postage.

9. No attention can be given to any compositions which fail to observe the above regulations.

## INFORMATION TO CONTRIBUTORS.

All communications should be addressed to the Editor, OXFORD UNIVERSITY EXTENSION GAZETTE, University Press, Oxford.

All matter intended for insertion in the June issue should reach him not later than May 21.

Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

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## CONTENTS

- |   |  |
|---|--|
| A New Departure in University Extension                                 | Oxford University Extension—A New Delegacy                                   |
| Notes on the Work   | Oxford University Extension Lecturers' Reserve Fund                          |
| University Extension in Relation to Elementary Teachers                 | English Literature   |
| Grants from Public Authorities to Local University Extension Committees | The University of the Future   |
| The Ascetic and Renaissance Ideals of Human Culture                     | Lancashire and Cheshire Association for the Extension of University Teaching |
| Scholarships and Prizes   | A Warning Voice from America   |
| Concerning the Centres  | Result of April Essay Competition  |

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# OXFORD UNIVERSITY

## EXTENSION GAZETTE.



VOL. II. NO. 21.]

JUNE, 1892.

[ONE PENNY.

\* \* \* Inquiries for Oxford University Extension Courses should be addressed to the Secretary, University Extension Office, Examination Schools, Oxford. He will send, on application, the list of lecturers and scale of fees. The Lecturers' Programmes, etc., for 1892-93 are now ready, and can be obtained by members of Local Committees free by post.

### A NEW DEPARTURE IN UNIVERSITY EXTENSION.

*Establishment of a Connection between Christ Church, Oxford, and the Reading Centre of University Extension Teaching.*

IT is with great satisfaction that we publish the subjoined letter from the Dean of Christ Church, which was read on Friday last (May 27), at the annual meeting of the Reading University Extension Association. The liberality of Christ Church has made it possible to try an important experiment at the best place, and at the best time. We congratulate Reading on having the opportunity of making itself a model centre, Mr. Mackinder on being entrusted with the honourable task of superintending this new departure, and the whole University Extension movement on receiving at a critical time this mark of the confidence of the Governing Body of Christ Church.

CHRIST CHURCH, OXFORD, May 21, 1892.

SIR,—You are, I believe, aware that the Governing Body of Christ Church have, with the consent of their Visitor, recently appointed Mr. H. J. Mackinder, M.A., University Reader in Geography, to be a student of Christ Church for three years.

This appointment was made by the Governing Body in pursuance of their desire to establish a connection between Christ Church and one of the University Extension centres, with a view to giving system and completeness to the educational work at that centre.

It is unnecessary for me to say anything of Mr. Mackinder's qualifications for the furtherance of this desire and intention. Those who have studied and supported the work of University Extension know the zeal and care which he has given to it, and the welfare which has attended his labours.

Reading has been selected as the centre to which his work, in pursuance of the design which I have indicated, shall now be offered. This selection has been guided not only by the position of Reading as the most important and oldest centre of University Extension in the Oxford district, but also by the evidence

which the town has already given of interest and enterprise in the work, and by the belief that an especial opportunity is there open for such help as Mr. Mackinder will be able to afford.

I trust that you will judge it right to welcome the action which has thus been taken; and I greatly hope that it may be of service for the advancement, the co-ordination, and the deepening of study.

I beg leave to remain, Sir,

Yours very faithfully,

FRANCIS PAGET,

Dean of Christ Church.

WALTER PALMER, Esq.,  
President of the Reading University Extension Association.

In submitting the letter to the meeting, Mr. Palmer said they were in a very different position this year to what they were last year, in that they had received from Christ Church such a liberal offer that responsibilities were now cast upon the Association of no light character, which forced them to bring before the meeting that night a possible future not only for that Association, but for other bodies in the town, rendering that meeting a highly important one. He imagined there would be no hesitation in accepting such a magnificent offer, and he must express in a word how highly they esteemed it.

Mr. Mackinder was then invited to address the meeting. He said:—Mr. President, ladies, and gentlemen,—You have heard the Dean's letter. It will be for you this evening to accept or refuse the offer which it conveys. But, before you are called upon to take so important a step, it has been thought well that you should have before you some more detailed information as to what is proposed, and it is to give you that information that I am here this evening. Reading is, I believe, the oldest of the Oxford centres of University Extension, and I need hardly tell those who have had so much experience and who are in such thorough touch with the movement, that for a long time past we have been struggling with two deficiencies, to which our critics pointed and of which we were keenly conscious. In the first place our courses of instruction have sadly lacked sequence, a course on English Literature being followed at the same centre by one on Chemistry, and a course on Political Economy by one on the Colours of Animals. And in the second place we have depended too largely on the public lecture as a means of teaching. We have long been casting about for a remedy for this state of affairs, and have gradually evolved the idea of converting our best centres into what, for want of a better name, we have called 'University Extension Colleges'—institutions, that is to say, holding a middle position between good University Extension Centres, such as those of Reading and Exeter, and fully equipped University Colleges, such as those of Manchester and Liverpool. The University Extension Centre,

though it has done excellent work, has not been highly organised enough to perform all the services in the way of higher and adult education required now-a-days in a town of 50,000 or 60,000 inhabitants, and yet a University College, with its complete and costly staff of professors, has been hopelessly out of the reach of such a town. We hope now to work out a plan; whereby with unambitious buildings, with a very small staff of resident teachers and assistants, and a comparatively large one of non-resident lecturers, we may give, at one-tenth the cost, a thoroughly efficient institution, quite adequate for the wants of a town such as I have described. In order to test our scheme, in order to prune it and make it practicable, and in order to convince the doubtful, it is necessary to try an experiment, an experiment which, if successful, would become the model and prototype for the entire movement, as well in America as in this country. It is obvious that Reading is admirably situated for such a special effort, easily accessible as it is both from London and Oxford; and Reading, moreover, contains a well-established and healthy University Extension Centre. But we could not fairly ask Reading people, enthusiastic as they have been in the cause, to meet the whole difficulty of such a new departure. At this juncture Christ Church, one of the greatest of the Oxford Colleges, has come to our aid in the manner indicated in the letter just read.

Turning to the details of the proposed scheme, Mr. Mackinder continued:—I intend residing at Oxford, a place within half an hour or so of Reading by a dozen trains a day. Though I reserve my freedom to adapt my course to any circumstances which may arise, I intend as at present advised to be in Reading regularly on thirty afternoons and thirty evenings a year and on such other occasions as organisation or emergencies may require. My services will be at your disposal partly for popular lectures, partly for ordinary Extension courses, and partly for more advanced teaching of a tutorial rather than a lectorial type. The fees earned by my work will in the main be at our disposal for the employment of other teachers. But please do not misunderstand me. It is not intended in any way to tie you down. You will continue to employ Mr. Churton Collins, Mr. Boas, and other lecturers as heretofore. Merely the courses will be more numerous and better co-ordinated. You will have the choice of more lines of study, and will be able to follow them up to better effect. So much for purely University Extension work. Will you, however, allow me to say that we might with advantage enlarge our view? We might consider the interests of the whole town as well as those of this Association. Might it not be possible to amalgamate two or three existing Institutions, and so lay the foundations of a far more efficient College than would otherwise be possible? From what I have heard in various quarters in Reading in the last few days, I imagine there would be no insuperable difficulty in joining hands with the Government Science School. One really strong Institution would be more able to supply the technical and scientific wants of the town and the County Councils, and would be more likely to win their trust. A College thus complete both on the scientific and literary side, both in teachers and laboratories, could undoubtedly under existing statutes be affiliated to Oxford University, and the students of an affiliated College who satisfy certain simple conditions are allowed to reduce by a year the residence in Oxford necessary for a degree. At the present moment, moreover, there are special reasons why the Science School should be strengthened in all ways possible. By a change in its regulations, the Department has struck at the financial basis of such schools. It will in future give no grants for passes in elementary science, and I believe also that when the marks of candidates fall below a certain percentage, it will make deductions from the grants otherwise earned. Very efficient preliminary training in some such subject as Physiography has, therefore, become a *sine qua non* of subsequent grant-earning on advanced subjects. Finally, let me say a word of caution. We must be very careful that the proposed College does not take the standing of an ordinary school. You are abundantly supplied in Reading with excellent schools of several grades, and no possible object could be

served by founding a new one. With the exception possibly of one or two evening classes, the College should concern itself only with students above the age of 15 or 16. There are some subjects, too, specially appropriate to school conditions, and which the College could not undertake to teach with any reasonable prospect of success. Such are Latin and Greek prose and verse composition. Should promising students at any time wish to go to Oxford from the College for the purpose of taking honours in History or Science, I have reason to believe, from a recent conversation with the Head Master, that arrangements might be made with the Reading School for them to obtain the requisite training in Latin composition and Greek grammar. For the immense majority of the College students, however, these matters would be immaterial, and I mention them only to prevent the rise of any misconceptions. Nineteen out of twenty young men and women would come to us either for such training in History, or Literature, or Science, as would make them intelligent citizens, and would give zest and meaning to their lives; or for such training in Science and its technical applications as would greatly increase their power of earning a livelihood. One thing is clear, the College must meet the wants of all classes—it must increase the opportunities of the so-called masses, and it must increase the attractiveness of Reading for wealthy residents. Perhaps the scheme I have placed before you may sound ambitious. I believe in its complete feasibility, but I recognise that we must begin with small things and trust for the rest to slow, steady growth. The questions immediately before you are whether you will accept the offer of Christ Church, and whether you will invite the Science School to join you on terms to be drafted, say, by a small joint committee. (Applause.)

Mr. West then moved a resolution accepting the offer of Christ Church on behalf of the Association, which was seconded by the Rev. J. M. Guilding, and heartily carried.

A further resolution to the effect that it was desirable to amalgamate with the Reading School of Science and Art, and to appoint a Committee to confer with a Committee of that body, was also agreed to on the proposition of Mr. Barnard, seconded by the Rev. A. H. Cunningham.

A Committee consisting of the President, the Rev. J. M. Guilding, Messrs. Sharkey and T. H. White, were appointed; and the meeting, after the transaction of other business, was adjourned *sine die*.

The following leading article appears in the issue of the *Reading Observer* for May 29:—

It is with more than ordinary pleasure that we call attention to the report of the annual meeting of the Reading University Extension Association which was held last night at the Abbey Gateway. The success which has attended the work of the Association has attracted notice outside our own borders. From the letter of the Dean of Christ Church, Oxford, and the speech of Mr. Mackinder, also of Christ Church, it will be seen that a desire has for some time been prevalent that the great benefits arising from the system of University Extension should assume a more permanent as well as a more practical form. As Mr. Mackinder said, the University Extension courses of lectures have lacked sequence, the subjects dealt with having little, if any, relation to each other. Another shortcoming of the present system is that the courses were too lectorial in character. How to make the teaching more systematic and comprehensive has been the subject of earnest consideration at Oxford, with the result which was discussed in Reading last night. The Oxford University has recognised the earnestness of purpose of the members of the Reading Centre, and has done it and the town the great honour to select this Centre for a great experiment. The details of the scheme are fully set out in Mr. Mackinder's admirable and lucid address. As is proposed, Mr. Mackinder will be practically the head of a tutorial staff, who shall direct a course or courses of study in harmony with ordinary University practice. It is further proposed that the Government School of Science shall be associated with this scheme of University Extension, and the local College thus constituted be affiliated with the University of Oxford. Should success attend the scheme as

we have little doubt it will, Reading will be a centre of more than national interest, for not only in other parts of the kingdom, but, as Mr. Mackinder says, on the other side of the Atlantic, the experiment will be watched with interest and, if successful, probably be adopted there. It is quite beyond the power of many of our youth of both sexes to utilise the advantages of our National Universities. Now it is proposed to bring many of those advantages to our very doors. It will rest with the youth of Reading to do their part to justify the honour thus conferred upon the town.

## NOTES ON THE WORK.

The need of a periodical visitation of the Centres is increasingly felt in University Extension work. Much might also be done towards establishing new Centres by the arrangement of public meetings in towns where the system is not yet in operation. With great liberality Mr. T. Dixon Galpin, who recently founded a number of University Extension Scholarships in Dorset, has provided the means for an interesting experiment in propaganda. He has asked the University Delegates to send, at his expense, a representative to various towns in Dorset with the object of bringing the advantages of University Extension under the notice of the public. The Delegates have entrusted the task of carrying out Mr. Galpin's wishes to Mr. Horsburgh, who will in a few days visit Dorset, where he hopes, with the aid of the local secretaries at existing Centres, to find an opportunity of addressing meetings and of giving specimen lectures in a number of places.

..

The annual Conference of Delegates, Examiners, and Lecturers was held in Oxford on May 28. Interesting discussions took place on a variety of topics, especially on the best means of extending University teaching among workmen, and on the important additions to the Elementary Education Code which, it is understood, will soon be made in favour of University Extension Certificates. On the latter subject, we print an article by Mr. E. J. Wilson, of Hull, who has repeatedly called attention to the desirability of the changes now engaging the favourable consideration of the Department. We hope in our next number to be in a position to make a further announcement on this subject, and in the meantime would point out to local organisers the probability that pupil teachers will shortly find it directly advantageous to them, in their professional examination, to produce certificates of having passed examinations held after next October, on courses of twenty-four weekly University Extension lectures and classes, on subjects drawn from Ancient or Modern Literature, Classical or Foreign History, Economics, and certain selected Sciences, e.g. Geology, Hygiene, Biology, and Astronomy. Where short courses have been arranged on these subjects for next Winter, Local Committees might with advantage consider the desirability of supplementing the courses by the addition of further lectures (if necessary by a second lecturer) so as to bring up the total number of lectures and classes to the prescribed minimum of twenty-four. The accession of a large number of pupil-teachers will be a welcome addition to the audiences at many centres, both on financial grounds and for wider reasons of educational policy. It has often been remarked that one great function of the Universities is 'to teach the teachers.' And it is possible that the University Extension system may soon be called upon to provide opportunities for the liberal education of those who will be in the future the teachers in our public elementary schools.

..

It is understood that the London University Extension Society is contemplating the appointment of staff-lecturers on the lines of the system first introduced by the Oxford Delegates, and subsequently adopted by the University of Cambridge and the American Society for the Extension of University Teaching.

A copious and careful report of the Oxford Conference on the relations between the Universities and the County Councils in regard to technical and scientific education, appeared in the *County Council Times* for April 30. Those who are interested in University Extension, and in the educational work of the County Councils, would do well to possess themselves of a copy of this excellent record of an interesting discussion. It can be obtained from Messrs. Bussy and Co., 144 Fleet Street, London, E.C., and its price is  $3\frac{1}{2}$ d. per copy, post free.

..

One of the staff-lecturers of the Oxford University Extension, Mr. Llewellyn Smith, has been appointed by the Technical Instruction Committee of the London County Council to obtain information as to the provision already made in London for technical education, and to report as to the best means of meeting deficiencies in the supply of such teaching. For this important task Mr. Llewellyn Smith is admirably equipped by the experience which he has gained as Secretary of the National Association for the promotion of Technical Education. His report will be awaited with interest by all who are interested in the subject.

..

We observe with pleasure that Dr. Francis Gotch, who was till recently an Oxford University Extension Lecturer, and Mr. F. E. Beddard, M.A., one of the examiners to the Oxford University Extension, have been elected Fellows of the Royal Society.

..

Mr. W. M. Childs, B.A., of Keble College, has been appointed lecturer in Modern History and Political Economy at Aberystwith, for Easter Term. Mr. Childs is on the reserve list of the Oxford University Extension as lecturer in History and Economics, and has been highly recommended for the work which has been entrusted to him.

..

Mr. H. Morse Stephens, of Balliol, who is one of the Oxford University Extension Lecturers, has recently been elected Lecturer in Indian History at the University of Cambridge.

..

At the annual conversazione of the Royal Society on May 4, Mr. Cecil Carus-Wilson gave an explanation, with illustrations, of the production of musical notes from natural and artificial sand.

..

Mr. Ashbee's design for a University Extension College is exhibited in the Architecture Room of the Royal Academy.

..

Mr. E. H. Spender is prepared to give in the autumn a course of six lectures on Venetian History, but application must be received before June 10.

..

The Tunbridge Wells Committee have voted a subscription of one guinea to the Lecturers' Reserve Fund.

..

Several summer meetings are announced. The courses of Instruction for Science Teachers will be held, as usual, at the Royal College of Science, South Kensington, from July 6-28. The subjects of study will be Agriculture, Agricultural Chemistry, Animal Physiology, Chemistry, Light, Mechanism, and Physiographic Astronomy. Selected students will receive a grant of £3 and third class railway fare for one journey to and from South Kensington. The hours of attendance are seven hours daily.

The programmes of the Summer Assemblies of the National Home Reading Union have been also issued. One will be held at Weston-super-Mare from June 25 to July 2, the second, at Bowness, will end on the same day but begin two days later. At Weston Professor Jebb will give the inaugural address, and Professor Lloyd Morgan, Sir Robert Ball, Dr. Dallinger, and Mr. Churton Collins will deliver single lectures. An Oxford Extension lecturer Professor Vaughan, and Mr. W. M. Childs, of Keble College, will also give addresses. At Bowness, two Oxford Extension lecturers, Mr. W. G. Collingwood, University College, and Dr. Bailey, Lincoln College, will discourse on the art and literature of the Lake Country, the geology of which will also be studied under competent guidance. We heartily wish success to these and the other gatherings. The Summer Meeting is becoming a feature of English life.

We desire to commend two little books to our readers' notice. The first is the new issue of *The List of Holiday Resorts*, published by the Teachers' Guild (74, Gower Street, London, sixpence). This practical handbook owes much to a great friend of University Extension, Miss Hadland. The other book is called *A Summer in England*, 1892, and is published by the Women's Rest Tour Association (264, Boylston Street, Boston, Mass.). It is an ingeniously compact and suggestive guide to English travel. We hope that one result of its publication will be an increase of American students at the Oxford Summer Meeting—a gathering which the writers of the book advise their readers to attend.

Encouraging reports reach us on the subject of University Extension in America. A new society, affiliated to that which has its head-quarters at Philadelphia, has been founded in Connecticut. The work of the American Society has trebled in the course of the year. The senior students at Princeton and Johns Hopkins Universities have interested themselves in the movement. The American Library Association considered the topic at their meeting last week, and the International Conference of the Secretaries of Young Men's Christian Associations are, as we go to press, deliberating on the same subject at Providence (Rhode Island).

A still more important piece of intelligence has, however, been transmitted to us by our Transatlantic correspondents. A Training School for Extension lecturers is to be established at Philadelphia. Dr. E. J. James, the President of the American Society, will direct it. The session of the School will last from next October till June 1893. The whole range of University Extension work will, we are informed, be presented to the pupils in such a manner that they will be prepared to judge wisely as to the methods best adapted to any given set of conditions under which they may be called to work. A distinguished staff of teachers has been formed. It includes the names of the Hon. W. T. Harris, United States Commissioner of Education; Dr. James MacAlister, President of the Drexel Institute; Dr. Charles DeGarmo, President of Swarthmore College; Dr. Isaac Sharpless, President of Haverford College; Professor Simon N. Patten, of the University of Pennsylvania; Principal George M. Philips, State Normal School, West Chester, Pa.; Ray Greene Huling, Editor of *School and College*; and Rev. W. Hudson Shaw, of the University of Oxford.

The syllabus of studies which will be undertaken in this Training School will be read with interest:—

- I. History of the origin and development of the University Extension movement in England with special attention to the details of the work and its lessons for us.

- II. History of the origin and development of the movement in the United States. Forerunners of University Extension in the United States. Forms of organisation. Methods. Results.
- III. Place and Function of University Extension in American Education. Relation to other educational agencies and movements.
- IV. Local Centres. How to form and maintain them. Organisation of a local committee. Functions of the Local Committee. Relation of the Local Centre to the directing organisation—whether an institution or a society. Constitution of a Local Centre.
- V. University Extension Lecturer—preparation, general and special. Duties and Privileges. Remuneration. Relation to the Local Centre; to the Students' Associations; to the general audience.
- VI. Lecture—function and character—length—difference from ordinary University lecture; from Lyceum lecture—stimulation *v.* instruction as the main object.
- VII. Syllabus—object—form—size—style—relation to lecture.
- VIII. Class—function—methods of conducting—relation to lecture.
- IX. Students' Associations—purpose—forms of organisation—frequency of meeting.

We hear from Philadelphia that Mr. George Henderson has resigned his position as Secretary to the American Society for the Extension of University Teaching, and has accepted a similar post in connection with the new University of Chicago. Mr. Henderson's successor in the office of the American Society is Mr. Geo. Francis James, the Editor of the magazine *University Extension*.

An excellent article on 'a circuit of University Extension Centres' appears in the current number of *University Extension* (Philadelphia). The writer is Dr. Clarke Robinson, who will lecture at the Oxford Summer Meeting. He shows, from his own experience this winter, how much can be done in point of economy and efficiency of organisation by a combination of University Extension Centres.

#### SUMMER MEETING NOTES.

In April we mentioned the need of two teachers in the Isle of Man for aid to come to the Summer Meeting. Mr. F. S. Boas has kindly promised £1, in the hope that other readers may subscribe, and thus a fund be raised to enable the teachers to be present. It should be added that they have had no opportunity of qualifying themselves for the Scholarship Competition.

It is proposed to hold a Conference on Home Reading in the Union Society's Debating Hall on Tuesday, Aug. 9, from 3 to 4 p.m. Representatives of the National Home Reading Union are expected to be present.

The approaching marriage of Miss Millington-Lathbury makes it impossible for her to deliver her promised lectures on the 'Greek Theatre' at the Summer Meeting. The Delegates have, however, arranged for the delivery of lectures on the same subject by Mr. G. Chatterton Richards, Fellow of Hertford College, and Professor of Greek at University College, Cardiff.

The Sheffield Manual Training and Sloyd Tool Co. have arranged for a course of instruction in Sloyd in Oxford from July 29 to August 27, and possibly for a fortnight longer. The teacher is Herr J. Danielsson, and the instruction will be given in the St. Aldate's Institute Room. Evening classes, from 6 to 8.30, will be held three evenings a week for Extension students engaged during the day. The fee for tuition, timber, and use of tools is two-and-a-half guineas for the month, or one-and-a-half guineas for half term. Applications should be made to the Manual Training and Sloyd Tool Co., 13 High Street, Sheffield.

..

The course of lectures for teachers has been increased. Mr. L. W. Lyde, M.A., of the Academy, Glasgow, will lecture on the teaching of Commercial Geography on Wednesday, Aug. 10, at 5.45 p.m. Mr. Lyde's essay, recently published in these columns, on the same subject, has attracted attention here and in America.

..

Applications for tickets for the special courses on Scientific subjects (Chemistry, Botany, Geology, Biology, Hygiene, &c.) must be sent to the Secretary, Examination Schools, before June 15.

..

The Technical Instruction Committee of the Oxford City Council are offering four scholarships of £5 each to enable Oxford workmen to attend the scientific courses at the Summer Meeting. The Scholarships will be awarded after an essay competition conducted by the Secretary of the Technical Instruction Committee, Mr. Kerry.

..

We have much pleasure in stating that Dr. William Clarke Robinson, who has been lecturing with great success for the American University Extension Society, will be present at the Oxford Summer Meeting, and will give two lectures on Shakespeare in the second part.

..

The President of the American Society for the Extension of University Teaching (Dr. James) will be in Oxford during the first part of the Summer Meeting. To no one does University Extension in America owe a heavier debt. He has kindly promised to speak at the Conference on Aug. 1.

..

An American gentleman wishes to share his sitting-room with another student during the whole of the Summer Meeting. He proposes to lodge in High Street. Letters should be addressed H. S. J., care of Secretary, University Extension Office, Oxford.

..

The following local secretaries intend to be present at the Summer Meeting, and will receive, from other local secretaries who are unable to attend, the names of students who wish to be brought into friendly relations with some among their fellows:—

Miss KATHLEEN MARTIN, Edensor, Chesterfield (Secretary at Bakewell).

Miss MONTGOMERY, 10 Baring Crescent, Exeter (Secretary at Exeter).

Miss C. HELEN SCOTT, Ashfield, Skipton in Craven (Secretary at Skipton).

Miss A. E. RUEGG, Castle Bank, Stroud (Secretary at Stroud).

Miss EMILY DALE, 27 Parish Ghyll, Ilkley (one of the Secretaries at Ilkley).

[Will other local secretaries who intend to be present kindly send their names to the Editor before June 20, in order that they may be published in the July number.]

## UNIVERSITY EXTENSION IN RELATION TO ELEMENTARY TEACHERS.

THE attention of all interested in Extension work, and particularly of those who hold that by means of Extension Lectures, Elementary Teachers might, with the greatest benefit to themselves and to their future pupils, receive instruction in subjects other than 'bread and butter subjects,' should be directed to the important alterations which have been made in the Education Code since last year.

These alterations have been made at the request of the University Extension Societies for London and Hull. For many years past the Hull Society has, in addition to its regular Extension courses, maintained a class on Saturday mornings specially intended to assist Elementary Teachers. The Hull committee have however found, and particularly of late years, during which the regular work of Pupil Teachers has increased, that the attendance of such Teachers generally could not be secured. The Teachers when spoken to have said that they had quite enough work to do to comply with the requirements of the Education Department and to obtain the Science and Art Department's certificates, for which marks were given, without going in for such luxuries as Extension Certificates. In other words Extension Certificates 'didn't pay,' and only the most earnest of the Hull Elementary Teachers were found willing to attend the class.

It appeared therefore to be most desirable to endeavour to induce the Education Department to recognise Extension Certificates, and representations made with this object by the Societies named received the kindly support of the Secretaries of both the Oxford and Cambridge schemes.

The first alteration in the Code asked for was that the Cambridge Affiliation Certificate should be recognized under Section 51 of the Code, equally with the other Certificates named in the note to that Section. This modification was courteously granted by the Education Department, and appeared in the new Code when issued. The other alteration requested was of much more practical importance, and requires a word of explanation to those who are not familiar with the Code. In the Queen's Scholarship examination (which is the examination all Elementary Teachers must take at the end of the fourth year of their apprenticeship) extra marks are given to those who have taken a first class in the Elementary Stage, or passed in the Advanced Stage, of certain Science Subjects, in which the Science and Art Department hold examinations.

It is clear that if the Education Department will give marks in the Queen's Scholarship examination for Extension Certificates, the argument that such Certificates do not 'pay' will disappear. An amendment to Schedule V of the Code was accordingly moved in the House of Commons by Sir Albert Rollit, and carried in the following terms:—

'Marks will also be given to Candidates who shall present University Extension Certificates awarded by the University of Cambridge, the University of Oxford, or the Universities Joint Board, London, provided that the Certificates shall have been obtained for a course of study in one subject, other than those mentioned in the schedule or in notes 5 and 6 thereof, which has been previously approved by the Department and is certified to have included attendance at not less than twenty-four weekly lectures and classes.'

It will be observed that a material qualification has been imposed. The courses of study must not be in (*a*) any of the subjects mentioned in Schedule V, or in note 5 thereto, in which subjects the Department themselves examine; or (*b*) in any of the eight Science Subjects mentioned in note 6 (viz. (1) Mechanics, (2) Chemistry, (3) Animal Physiology, (4) Acoustics, Light and Heat, (5) Magnetism and Electricity, (6) Physiography, (7) Botany, and (8) Principles of Agriculture), for Certificates in which subjects the Science and Art Department examine.

It cannot be denied that a long step has thus been made in the right direction, and that a most important principle has been established. The value of a course of University Extension lectures, as the means for the future improvement of the senior scholars in Elementary Schools, has been pointed out by the Education Department of late years in the instructions to their Inspectors, but it is understood that the Department will now directly recognise the value of University Extension teaching as a means of improving the general knowledge of Elementary Teachers, and of bringing them into touch with Secondary Education. The names of Sir W. Hart Dyke, Sir Albert Rollit, Mr. Kekewich, and Dr. Roberts will be remembered gratefully in this connexion.

It will be observed that the amendment will authorise the approval of Extension courses in Literature, in Classical and Foreign History, in several Sciences, in Economics, and in Art. One advantage resulting from this will be that, if (as I presume they will be) courses on these subjects are approved by the Department, and some committees adopt them for the benefit of Elementary Teachers, this will have a tendency to counterbalance any possible excess of Science courses due to grants from County Councils for Technical Instruction. The proposed alteration in the Code should also act as an inducement to committees to arrange courses extending over the whole session, which are of much greater and more lasting educational value than those extending over a shorter period, and which have not been found at Hull to be a much more serious undertaking financially.

So far as the Hull committee are concerned, they will doubtless at once consider the advisability of arranging that their Saturday morning class shall fulfil the requirements of the Department, and they will hope to receive the assistance of the Universities and of the London Board in obtaining the approval of the Department to a list of courses such as may widen the studies of Elementary Teachers, give them broader interests, and at the same time may enable them to obtain an insight into a mode of teaching so different from that to which the majority of them have been accustomed.

EDWARD J. WILSON,  
*Hon. Sec. Hull Centre.*

#### **GRANTS FROM PUBLIC AUTHORITIES TO LOCAL UNIVERSITY EXTENSION COMMITTEES.**

At the following Oxford centres, scientific lectures, provided by local University Extension Committees, have been aided during the past winter out of the Technical Instruction fund at the disposal of the various local authorities:—

Basingstoke.	Gorton.	Sheerness.
Bridport.	Grange.	Southend.
Brighton.	High Wycombe.	Tunbridge Wells.
Deuton.	Ilkley (evening).	Ventnor.
Dover.	Leamington.	Winslow.
Garstang.	Penrith.	

Additions to this list should be sent to the Editor.

#### **THE ASCETIC AND RENAISSANCE IDEALS OF HUMAN CULTURE.**

##### **PRIZE ESSAY, MARCH COMPETITION.**

THAT 'one half of the world does not know how the other half lives,' is but one instance of the diverse and conflicting conditions of human life. In the realm of thought and spirit the same variety prevails, and we find in no man an adequate comprehension even, of all the motives, desires, and ideals which have stimulated and inspired mankind. Even the universal-minded Shakespeare, with his ubiquitous thought and feeling, is necessarily antagonistic to, or incomplete in sympathy with, many phases of thought and life. Pompous 'Sir Oracle' with his affectation of 'wisdom, gravity, profound conceit,' will ever find some merry Gratiano to jeer at him; and by reason of this same variety, the ideal of the highest attainable good will always divide men in opposite camps. From this inevitable result of human judgment, sentiment, and desire, we have the two ideals of culture we are called upon to contrast.

The contrast between the two systems is apparent from the very foundation of each. The ascetic ideal is to produce a being devoted to the contemplation of the eternal issues of life, his highest knowledge to understand the will of the Almighty. It recognises self-sacrifice as the greatest of virtues, and welcomes poverty, suffering, or death if nearness of spirit to God be thus attained. Forgetful of self in the pursuit of noble aims, to the true ascetic the world is belittled, and the earthly glories for which other men pant and strive, are regarded as unworthy of notice or effort. The centre of its philosophy is man's relation to his Creator, and its constant inspiration the sense of duty. On its moral side it is a noble ideal, and, set forth in many lives of loveliness and heroism, wins our reverential admiration.

The Renaissance ideal of culture looks no higher than man himself, and, taking the measure of his capacity, seeks to develop him in every possible direction. Nature is to be the great teacher here, and reason and experience the guide. To know, to enjoy, to act, to feel all the pleasures of existence without enquiring too anxiously whether this life is but the entrance to a larger, is the object of this culture. To see its scholars deep learned in nature's lore, graceful, eloquent, keen and subtle, pleasing in manner, free in thought and life. Whatever hinders or impedes this intellectual and social development must be removed. And if these aims have not the lofty grandeur of the ascetic idealist's aims, they have proved in practice quite as useful, and necessary to the progress and happiness of the race.

We must concede to the ascetic ideal the merit of producing the highest examples of heroism in pursuit or defence of principle, and its value in this particular is inestimable. From Christ Himself, down to such an example of the modern ascetic as Wesley, there has been a succession of heroes and saints whose lives are a constant incentive to noble action and self-sacrifice. The culture of the Renaissance when brought to this high test of danger and death, shrank away dismayed. It was the Puritanism of Europe which was left to translate into life and action the freedom of thought which the Renaissance had brought about. The ascetic ideal has also kept alive those feelings and virtues which are the salvation of society. The sense of accountability for our actions, the enthronement of conscience as the voice of God, the contemning of wealth and power, and the noble examples of self-denial, have been of immense value, and an admirable corrective of the ignoble views and practices of the materialistic majority. It has in our own country, too, been favourable to liberty, by producing the conviction that duty to God is the highest conceivable, and inspired that successful resistance to tyranny that, apart from its religious aspect, might have been tolerated. The Puritan revolution in England, and the revival of liberty through the influence of Savonarola in Florence, may serve as examples of the influence of ascetic teaching applied to political life, and are worth further notice than we can here bestow. On the artistic side, even, it has not been fruitless, and in

architecture especially it is easily understandable that it has inspired some noble examples. Many of the old cathedrals and churches speak powerfully of the love and reverence which found its congenial expression in raising these beautiful and costly temples for the worship of God.

What the Renaissance ideal of culture has done has been to make thought freer than it had ever been before, and in so doing it has added fresh provinces in every direction to the human understanding. Under its critical spirit the old traditions gradually succumbed, and if it did to some extent forget God, it did good service in sweeping away the old rubbish in belief, and art, and literature, which impeded the march of the intellect. As Taine remarks, the keenest intellects of the Middle Ages, though they seemed to be marching, were merely marking time. 'They constructed monstrous books, by multitudes, of prodigious exactness, heightened in effect by intensity of intellectual power, which the whole sum of human labour has only twice been able to match. They thought they had found the temple of truth; they rushed at it headlong, in legions, breaking in the doors, clambering over the walls, leaping into the interior, and so found themselves at the bottom of a moat. Three centuries of labour at the bottom of this black moat added no single idea to the human mind.' By its appeal to man's whole nature the Renaissance culture altered all this, raised up, and indeed largely created literature, developed art by the return to nature and the study of the antique, put science on a sounder footing by extending greater freedom, refined manners, and in every way cultivated the appreciation of the beautiful. These results of this ideal of culture have been highly beneficial, and have permanently and recognizably affected all conditions of life. There is no department of literature, art or science which has not been transformed and revivified by the spirit of the Renaissance. It has its heroes of action in such men as Drake, its intellectual giants in men like Shakespeare and Machiavelli; and its full fruition in all succeeding productions of the human mind. And even in Religion, the habit of thought resulting from Renaissance culture has been a powerful factor in bringing about a more rational theology, and a kindlier creed.

The chief defects of the ascetic ideal are, that in religion it tended to make men degenerate into impressionists and blind believers, in place of searchers after truth. Dogma has always played too prominent a part, and even its noblest examples have been victims to illusions peculiar to men who allow one side of their nature to dominate and absorb the rest. Tennyson's St. Simeon Stylites well illustrates the mind of the saint of early times; and the spiritual experiences of Bunyan in modern times show the same effect under different conditions. We have before alluded to the intellectual bewilderment of the middle ages, which we regard as the certain consequence of the dogmatic position taken by the ascetic school of culture. In art, though not opposed, it has certainly failed to recognise it on all sides, and as fully as it ought, and in insisting too much on moral purpose and teaching, has rejected or slighted some of the most elevating and refining influences. On the whole, too, its tendency has been to oppose freedom of thought. Founded on what it regards as the expressed will of God it has been intolerant of those who have differed. Always teaching that faith was one of the greatest virtues, it too often resisted those critical methods, and appeals to nature and experience, which the Renaissance school, from their sounder judgment, have so beneficially employed.

The defects of the Renaissance ideal of culture are chiefly, if not altogether, on the moral side. It gave us men of genius and power, but in the culture it aimed at imparting there was no certain element of morality. It would not be fair, perhaps, to take learned society in the time of Lorenzo or Machiavelli as a sample of what this ideal culminated in, but all along the line of its history the *tendency* is in the same direction. Intellectual brilliancy without moral fibre is the normal result of purely Renaissance culture. That certain actions are worse than crimes—they are blunders, perfectly ex-

presses the morality of this ideal. 'There is no sin except stupidity,' says one of the modern representatives of this spirit (Oscar Wilde) in a *Nineteenth Century* article, which strikes us as a good example of culture divorced from morality. This love of elegance rather than virtue, this preference of learning and grace to honour and principle, was a vital defect, and in many ways restrained and crippled what has been, spite of this great drawback, an immense influence for good.

It would be difficult to decide which ideal has been most beneficial to mankind. We cannot forget that Christianity itself, both by precept and the example of its Founder, inclines most to the ascetic ideal, and the virtues which it desires to promote and cultivate are essential to our social wellbeing. But if overshadowed on this side, the Renaissance ideal of culture may claim to have given us greater sanity of vision and breadth of thought, and by the keenness, truth and power of its artistic and intellectual perceptions made life more beautiful all the world over. For the preservation of spiritual feeling, and the faithful preaching by word and deed of the great truth that 'there is in man a higher than Love of Happiness; that he can do without Happiness and instead thereof find Blessedness.' That 'in the Godlike only has man strength and Freedom,' for this we are indebted to the ascetic ideal of culture. For 'sweetness and light' diffused through every condition of life, we owe much to the Renaissance ideal.

Happily, as absolutely separate schools, they have ceased to exist. Each was seen to be incomplete, and this recognition brought about that mingled culture which has so admirably distinguished many of the most eminent men of modern times. Such men as our Poet Laureate seem to combine the grace, the classical learning, the love of beauty in all its forms, distinctive of the one ideal, with the high moral purpose and faith of the other. And the true work of both ideals will be best accomplished by their co-operation

'Like perfect music set to noble words.'

CHARLES OWEN.

## SCHOLARSHIPS AND PRIZES.

*To enable Students to attend the Summer Meeting at Oxford in 1892.*

THE following donors have expressed to the Delegates their desire to offer Scholarships and Prizes for competition in 1892:—

The Marquis of Ripon, K.G.	£50	0	0
J. G. Talbot, Esq., M.P.	10	0	0
The Very Rev. The Dean of Christ Church	5	0	0
Rev. W. Warner, Censor of Christ Church	5	0	0
Rev. E. Massie (Grange)	5	0	0
Arthur Bayley, Esq., Pembroke College	10	0	0
W. H. H. (Ambleside)	5	0	0
M. E. Sadler, Esq.	10	0	0
The Secretary's Scholarships [Subscribed by the Students at the Summer Meeting 1891]	21	0	0
M. S. B.	4	0	0
P. C. M.	6	0	0
Streatham Students, per Mrs. Leaf	10	0	0
Rev. E. F. Sampson, Senior Censor of Christ Church	5	0	0
J. Wells, Esq., Fellow and Tutor of Wadham College	5	0	0

The conditions of the competition can be obtained from the Secretary, University Extension Office, Oxford.

## CONCERNING THE CENTRES.

**BAKEWELL.**—*Students' Association.*—On Saturday, May 7, the members of the Bakewell Students' Association and Science and Art Classes, to the number of about 40, enjoyed a geological excursion to Crich. They were met at Whatstandwell Station by Mr. Fletcher, who has during the past winter delivered an interesting and well-attended series of lectures on 'Practical Agriculture,' under the auspices of the Derbyshire County Council, at the Town Hall, Bakewell. The first object of interest to be examined was the extensive grit-stone quarry, from whence is obtained the celebrated Whatstandwell stone. Mr. Fletcher here gave a very interesting account of the formation of the mill-stone grit, and explained its nature and distribution. A pleasant walk of about a mile across the fields brought the party to Crich Stand, where the lecturer gave an account of the tremendous earth movement by which the mountain limestone was pushed up through the newer formation of the Toredale series and the mill-stone grit. He also explained the causes of the great landslips which have taken place there from time to time. Tea at Crich and a pleasant walk back to the station in the evening, brought to an end a very enjoyable and instructive day.

**BATH.**—The examination on Mr. Carus-Wilson's Geology course took place on May 5, when 31 students presented themselves, out of whom 21 have passed, 11 with distinction. It is only to be regretted that out of 64 qualified for examination so few could be found to enter. The first and second prizes given on the examination results fall to Miss M. B. Hayward, and Mr. W. C. Elwood respectively, while Mr. H. M. Blacker takes the Rev. H. H. Winwood's prize for the best fortnightly papers. The reports of Mr. Carus-Wilson and Professor Green on the course and the examination have already been published in the local papers, and cannot but give satisfaction to all concerned with the movement. On May 14, a third geological excursion was organised, the route being from Shepton Mallet to Binegar over the Mendip Hills. The Rev. H. H. Winwood kindly acted again as leader in conjunction with Professor Lloyd Morgan, who brought a party of Bristol students. The work and progress of the Students' Association during the winter may be gathered from the following figures:—Before Christmas—students 41, meetings 7; since Christmas—students 48, meetings 8. Arrangements have been made for courses next winter by Mr. Marriott and Mr. Ashbee, the former on 'The English in India,' the latter on 'Architecture as the language of the English people.'

**BEDFORD.**—*Students' Association.*—Number of meetings held during the Spring session, 1892, 5. Average attendance, 11. President—Mrs. Carlton Greene, Great Barford Vicarage, St. Neots. The whole number of papers read this year is fourteen, and the subjects were all connected with the second half of Mr. Horsburgh's course on 'The French Revolution,' except those read at the last meeting held on April 8, when six short papers were written by students on special points in the syllabus of the six lectures given before Christmas. As a rule only one subject is chosen for consideration at each meeting—one student undertaking to write Paper No. I, which is then sent to another member of the Association, who in Paper II may either write a severe criticism on it, or further supplement the information given by its writer. Through the kindly exertion of a member of our University Extension Committee this Association has had the use of a small library of eight volumes, including Vols. I and II of Morse Stephens' *History of the French Revolution*. These have been lent to members of the Association, and have proved very useful, as the Travelling Library is not available for home-reading, and is only accessible at the hours when the Public Library is open, the box being kept there. If any other centre is anxious for books on the French Revolution to use next autumn, the Secretary will be glad to send the titles of those found useful here, and an exchange might be effected before September, but at present our subject for next course is not fixed.

**BOURNEMOUTH.**—On April 22 a Conversazione was held at the Cairns Memorial Hall, at which the prizes were distributed and the lecturers' and examiners' reports read. The Rev. Canon Lucas, chairman of the local committee, presided, and Mr. Marriott was amongst the speakers. The chairman remarked that the numbers last year went up by leaps and bounds. This year the attendance had been fairly maintained, but not quite to its full extent. The falling off of annual subscriptions was unfortunate, as it was upon those subscriptions that the committee calculated their outlay and their scope. It should be remembered that annual subscribers received benefits denied to others. The thanks of the assembly were voted to Mrs. Scarth for distributing the prizes, and to Miss Punch, Mr. Marriott, and others who had assisted in the organization.

**ILKLEY** (Evening Course).—Mr. Carus-Wilson's course of six lectures on 'The Outlines of Geology' ended here on April 12.

The average attendance was 200, at the class 50. Seven students entered for the examination, 5 passed, 3 with distinction. This course has been our first scientific course in Ilkley, and we were naturally somewhat anxious as to the success. Our expectations have been more than realised, and we should be wanting in proper feeling if we did not attribute the success to its true cause, the ability of the lecturer. We hope to hear him again on a like subject next autumn. By County Council help, half our students paid one shilling only for the course; the other half two shillings and sixpence. The great drawbacks are the heavy railway expenses and much journeying for the lecturer. Surely federation of centres will become more possible year by year.

**PETERBOROUGH.**—The Peterborough County Council on May 11 granted £50 towards the course of lectures on 'Physiography' at Peterborough.

**RAWTENSTALL.**—The beginning of April brought to a close the delightful lectures which Mr. Boas has been giving us every fortnight during the autumn and winter months on 'Shakespeare and his Predecessors.' Starting with a preparatory lecture on the 'Mediaeval and Renaissance Drama'—dealing principally with the *Miracle and Morality* plays, and showing the great change brought about by the Renaissance—Mr. Boas at once introduced us to Shakespeare's immediate predecessors, carefully pointing out how each contributed something to our English romantic drama, which was so soon to reach its meridian splendour, in the light then slowly rising, out of the little rural midland village of Stratford. In these early lectures Mr. Boas prepared us so that when we came to Shakespeare's plays—separate lectures on many of which he gave us—we were able fully to appreciate their subtle greatness, and to understand and follow the teaching and criticism which he so forcibly brought out in the development of his course. Regarding the centre itself, we are sorry to have to say that all is not well. We are only sparsely supported here, and have been this season financially unsuccessful; still we must fight on a little longer and be content for some time to have only six-lecture courses. One fact was particularly encouraging, and goes more to prove the excellence of Mr. Boas' lectures than mere words can show. Our audience was extremely regular; no matter how the storms swept down our narrow valleys and howled through the roof of our little lecture-room, the faithful few—some thirty—were always there, eager to hear the lecture and willing to stay for the class.

**READING.**—The Session, 1891–2, has been a very successful one at this centre. It began on Sept. 26, when the first of a Saturday afternoon course of twelve lectures on 'Shakespeare' was delivered by Mr. Churton Collins. The course was continued fortnightly (with a holiday interval after the sixth lecture) and brought to a close on April 9. The average attendance was 125. Most of those who heard the lectures speak of them with enthusiasm. Only seven students 'sat' at the examination on the course, which took place on May 4, and the result of which is not yet known. Our Monday evening course consisted of twelve lectures by Mr. F. S. Boas, on 'Victorian Poets' (Matthew Arnold, Tennyson, Browning). The course was a weekly one, and the average attendance was 225. Great interest was taken in the lectures. We are gratified by the Lecturer's report that 'the centre is in all respects an example of what can be achieved by thorough organisation.' The course came to an end on Dec. 14, and the examination was held on Jan. 27, 1892. Twelve candidates presented themselves, all of them obtained certificates, nine 'with distinction.' Beside these two courses, we had two popular lectures, in February, on 'Revolutions in Commerce,' given by Mr. Mackinder, in the Town Hall, with a charge for admission of one penny. These lectures, though financially a failure, were much enjoyed by the somewhat small audiences who were wise enough to go and hear them. An interesting and important feature of the Session was the Conversazione given by our President (Mr. Walter Palmer) in the Town Hall on Oct. 21. At this Professor Max Müller was present, and gave a short address. We may venture to say, in conclusion, that the success of Extension work in Reading is assured: and we are looking forward to great things in the immediate future, under the guidance of Mr. Mackinder, who, through the liberality of Christ Church, is about to devote special attention to the work at our centre.

**REDRUTH.**—The Redruth Institution are taking up University Extension work this year in conjunction with the local committee. This should make it very successful.

**SWINDON.**—*G. W. R. MECHANICS' INSTITUTE.*—Two courses of six lectures each have been given during the winter session. The first was delivered by Mr. H. J. Mackinder, the subject being 'The Making of Nations.' After Christmas Dr. Bailey gave, by special desire, a course on 'Wordsworth and Tennyson.' These lectures were well attended and have apparently been much appreciated.

## OXFORD UNIVERSITY EXTENSION.

### *A New Delegacy.*

THE work of the Oxford University Extension is at present entrusted to a committee of the Delegates of Local Examinations. Owing to the growth of the work, it is now proposed to transfer the duties which it entails to a separate Delegacy. The following Statute for this purpose is now being considered by the University:—

#### *Of the Delegates for the Extension of Teaching beyond the Limits of the University.*

1. For the purposes of this Statute there shall be a Delegacy consisting of the Vice-Chancellor and Proctors and eighteen Members of Convocation elected as follows, namely, six by the Congregation of the University, six by the Hebdomadal Council, and six by the Vice-Chancellor and Proctors, each holding office for six years and re-eligible.

Of the eighteen elected members three in each section shall vacate office at the end of every three years. Vacancies at any time before the expiration of the proper period shall be supplied only to the end of such period.

2. The Delegates shall receive proposals for the establishment of lectures and teaching in England and Wales for persons who are not members of the University, and shall be authorised to appoint Lecturers and conduct Examinations in connexion with such teaching.

3. The Delegates shall have power to grant Certificates to persons not being members of the University who have been examined under their direction and who have been taught by Lecturers appointed by them or with their sanction.

4. The Delegates shall be authorised, in cases where lectures or teaching have been or may hereafter be established by local bodies, to appoint representatives to co-operate with such local bodies in such manner as may seem to the Delegates advisable; provided that, in every case in which the Delegates propose so to co-operate with local bodies, the sanction of Convocation to such co-operation shall have been given by Decree.

5. The expenses of lectures and examinations shall not be defrayed out of the funds of the University.

6. The Delegates shall make a report of their proceedings every year to Convocation.

*Note.*—This Statute is brought before Congregation at the instance of the Delegacy of Local Examinations. They think that the business now delegated to them under this head has developed to an extent which now makes it fit to be entrusted to a separate Delegacy.

## OXFORD UNIVERSITY EXTENSION LECTURERS' RESERVE FUND.

### SUBSCRIPTIONS AND DONATIONS RECEIVED SINCE MARCH 1, 1892.

	£	s.	d.
Miss A. C. Wilson . . . . .	0	10	0
Miss Wolstenholme . . . . .	0	10	0
Miss E. A. Slack . . . . .	0	10	0
Tunbridge Wells Committee . . . . .	1	1	0
The Rev. W. J. and Mrs. Tait . . . . .	1	0	0
Sir John Conroy, Bart.. . . . .	0	10	0

## ENGLISH LITERATURE.

### *A Scheme of Continuous Study.*

IN putting forward a draft scheme of continuous study in English Literature, I may perhaps be allowed to state at the outset that I am in complete accord with the view of which Mr. Churton Collins has been so eloquent an advocate, that Literature is an indivisible whole, and that its English branch can never be fully appreciated or understood when isolated from all others. To take merely one instance, how much of the interest and fascination of our Elizabethan literature for the genuine student lie in its wonderful medley of classical and Italian influences with those of national origin, and in the constant struggle for mastery between them! Familiarity with the ancient drama is essential to a due understanding of the issues which confronted the Elizabethan playwrights and critics, while some of the finest portions of the 'Faerie Queene' are almost unintelligible to a reader unacquainted with the writings of Plato. It is earnestly to be hoped that in the event of a Literature School being organised at Oxford, recognition may be given to this principle of unity, and that a scheme of study may be drawn up in which Sophocles and Shakespeare, Dante and Milton, Cicero and Burke will stand side by side.

But in our University Extension work, under its present conditions, it must be recognised that such a scheme of 'comparative' study would be impracticable. I am aware, of course, that intense interest has been excited by the interpretation of classical masterpieces in translations, and that in some cases students have been spurred on to grapple with the original texts. When state aid supplements individual effort on the 'Arts' as well as on the 'Science' side of our work, we shall look forward to greatly increasing the number of our classes in Greek and Latin and modern languages. But meanwhile such subjects can only 'pay their way' in exceptional cases, and in drawing up what is intended to be a workable scheme, it seems necessary to put them on one side. Yet no programme of continuous study in English literature would be, in my opinion, complete, which did not include a series of lectures on the Principles of Criticism as set forth by such writers as Aristotle, Horace, Quintilian, Pope, Lessing, Schlegel, and Coleridge. I have therefore given it a modest place in my scheme.

This scheme aims, as already indicated, at being practicable under existing conditions, and not beyond the financial capacities of any large centre which made a sustained effort to carry it out. It has seemed advisable to adopt 'the three years' radius' as the most convenient limit. Each year would contain an Autumn and a Spring Term of twelve weeks each, and a shorter Summer Term. In the two former, full courses would be given to the entire body of students. These courses would deal with the most important writers of the respective periods, but they would not attempt, as a rule, to cover a very great field. A general audience derives far more benefit from a fairly detailed discussion of a few great authors than from a sketchy and superficial bird's-eye view of the whole literature of an age. But the 'inner ring' of zealous students which exists in every centre would wish to read more widely, and their desires could be met by holding additional classes (in the afternoon, if the lectures were in the evening), during the Autumn and Spring Terms, and by the organisation of Summer work. With these few preliminary words the scope of the subjoined scheme will, it is hoped, be sufficiently clear.

### FIRST YEAR.

#### AUTUMN TERM.

*General Course:*—Chaucer and his Age (Gower, Chaucer, Langland, Wycliff).

*Subjects for class:*—(1) Early English Writers prior to Chaucer, with the elements of Anglo-Saxon; or (2) Medieval Drama and Romance, with study of miracle plays and the development of the Arthurian Cycle up to the Morte D'Arthur.

### SPRING TERM.

*General Course:*—English Renaissance Poetry (The Elizabethan Lyrists. Sidney and the Sonnetters. Spenser and the Patriotic Poetry).

*Subjects for class:*—(1) Elizabethan Prose Romance, with the Euphues, the Arcadia, and Greene's Novels; or (2) Elizabethan Theology and History with Hooker's Ecclesiastical Polity and Raleigh's History of the World.

#### SUMMER WORK.

The Principles of Criticism with Aristotle's Poetics and Lessing's *Laocoon*.

#### SECOND YEAR.

##### AUTUMN TERM.

*General Course:*—The Elizabethan Drama.

*Subjects for class:*—(1) Detailed study of plays of Marlowe, Greene, Ben Jonson, Beaumont and Fletcher; or (2) Study of the history of Shakespearian Criticism.

#### SPRING TERM.

*General Course:*—The Literature of the Puritans and the Cavaliers (Herrick and the Lyrists, George Herbert and the religious poetry, Bunyan, Milton).

*Subjects for class:*—(1) Bacon, Sir T. Browne and the Essayists; or (2) Political philosophy from Hobbes to Locke.

#### SUMMER WORK.

The Transition Poetry from Waller to Cowley.

#### THIRD YEAR.

##### AUTUMN TERM.

*General Course:*—The Literature of the Restoration and Queen Anne (Dryden, Pope, Swift and Addison).

*Subjects for class:*—(1) Goldsmith, Johnson and Burke; or (2) The Forerunners of the Romantic Revival (Gray, Cowper, Crabbe, Burns).

#### SPRING TERM.

*General Course:*—The Romantic Revival (Shelley, Keats, Byron, Scott, Wordsworth).

*Subject for class:*—The Essayists (Lamb, Coleridge, De Quincey).

#### SUMMER WORK.

The English Novel from Richardson to Scott.

It will be seen that this outline stops short before the Victorian Era, but it is open to question whether in a strictly educational scheme the great writers of our own period should be included. Supplementary courses on the subject could, however, be easily arranged. There are other points on which this three years' programme makes no pretence to be exhaustive, but I believe that it would give a clear and harmonious conception of the stages through which our literature has developed, and, by the very nature of the case, could not but be more fruitful and suggestive than those scattered courses in which the lecturer with kaleidoscopic agility dashes from Bede to Browning and thence back to Bacon, and like the 'blest madman' Zimri, in Dryden's great satire, is 'everything by starts and nothing long.'

F. S. BOAS.

## THE UNIVERSITY OF THE FUTURE.

*An Educational Speculation; by R. G. Moulton.*

[First published in *The American*, Jan. 10, 1891; reprinted from the Report of the U. S. Commissioner of Education for 1888-9, Washington, 1891.]

THE fact on which this conception of the 'University of the Future' rests is the changed attitude of the public mind to adult education.

#### EDUCATION ONE OF THE INTERESTS OF LIFE.

Education is no longer regarded as belonging to one period of life or to particular learned classes, but is tending to be recognized as a constant interest of adult life, side by side with religion, politics and commerce. Just as, historically, religious and political administration, once in the hands of special classes, has (by a series of revolutions) become an interest of the nation as a whole, so education seems (without the need of revolution) to be passing through similar changes. When the tendency is complete we may expect to see the (adult) nation all over the country organizing itself for educational purposes, still making use of 'universities,' 'colleges,' etc., as bodies of educational specialists,

but itself carrying on the administration of the education in local institutions or unions of local institutions, so that universities, such as Oxford, Cambridge, Durham, etc., will be merged in a wider *University of England*, just as 'the state' means [not Parliament but] the nation acting in its political capacity [through Crown, Houses of Parliament, municipal councils, local boards, magistrates, juries, electoral constituents, etc.], so the 'University of England' will mean the (adult) nation acting in its educational capacity [through whatever local and central institutions may be found convenient].

#### BUT WHY CALL THIS 'A UNIVERSITY'?

i. 'University' is the Latin for 'Guild,' specialized by usage to association for higher education. Thus *theoretically*:

*School education* is taken (1) under external discipline, (2) in the period of pupilage, (3) as a preparation for mature life.

*University education* is (1) voluntary, (2) in the period of maturity, (3) as an end in itself.

If this is so, why should any adult person be without university education?

2. Connection between school and university education.—(a) Perhaps no single thing would contribute more to the happiness of life than to give every man an intelligent interest in the occupation by which he wins his bread. (b) School education is a practical preparation for life; but life means leisure as well as business. (c) Every school education is a failure that is not self-continuing in some one point. (d) There must often be a gulf between school and university education; it is the purpose of 'night schools,' 'half-time systems,' and especially 'recreative education' to bridge over this gulf.

#### THE GENERAL FORM THAT SUCH A UNIVERSITY WILL PRESENT.

i. It will not be a chartered body like existing universities, but a floating aggregation of voluntary agencies: not so much organized as tending to co-operate [compare commerce]. The constituent elements of the university would everywhere have the same double form, a local management by association (voluntary and temporary) for educational purposes [educational churches, so to speak] connected with educational institutions [either central, like existing 'universities,' or local 'colleges,' or itinerant systems, like the present 'university-extension movement,' or government departments, like South Kensington, or institutions of private enterprise], the underlying principle being the carrying out of self-government in education, the application of self-education to a nation.

2. Note.—Absence of compulsion—contrast to continental government systems of higher education.

#### WHAT WOULD SUCH A UNIVERSITY BE LIKE (1) AS TO THE MACHINERY OF ITS EDUCATION?

i. The question of *university discipline*.—There would be absolutely none. For it must be substituted (1) the personal influence of the teacher, to whom the freest scope must be allowed; (2) the complete self-responsibility of the learner, itself an educating influence.

2. One fundamental difference from prevailing university methods: the substitution of the *teaching system* for the *examination system*.

(a) All education implies (1) machinery for teaching; (2) machinery for testing. It is obvious that the latter is a means and the former is the end; but at present the position of the two is reversed, and the teacher has to adapt his teaching to external examinations.

(b) *Evils of the present system*.—Diminished influence of the teacher; mechanical uniformity; stress laid on temporary results rather than permanent habits; uneven pressure; unprogressiveness without friction.

(c) *How the evil has arisen*.—It is an unfortunate feature of the present university systems that the education of the general public is not distinguished from the education of specialists [doctors, lawyers, and especially teachers]; for the latter [who need 'qualifications'] the machinery of testing has an exceptional importance, which is allowed to extend into general education.

(d) A specimen of the teaching system is the university extension method of syllabus, weekly exercises, and final examination, and certificates dependent on the two combined.

(e) In this connection two points are often raised :—

- (i) Danger of *lowering the standard*.—The true way to ‘raise the standard’ is not to *increase the difficulty of passing at the end* [*i.e.*, increase the chance of failure], but to increase the effectiveness of teaching and the inclination to learn at all points of the course [*i.e.*, increase the chance of success].
- (ii) How to deal with *competition*.—Abolish it wherever possible. The teaching system readily shows ‘pass’ and ‘distinction’; any further application of competition is, in higher education, mischievous. [The case is different where money assistance has to be dispensed.]

3. The question of recognition for education: *degrees*, etc.—The true policy is not to multiply the degree-giving bodies, introducing confusion and impairing the value of degrees (*e.g.* their antiquity), but to introduce elasticity into the machinery of testing for degrees. A fundamental error of the present system is the requirement of *identical study and examinations* from all taking the same degree, instead of applying a *common standard of examination* to a variety of subjects. [The latter system found perfectly practicable in the university extension system, by aid of the teacher’s *syllabus*.]

4. The question of *curricula*, or complete schemes of study.—The first object of such a university will be to look after its educational *unit*, *i.e.*, the application of the most thorough method to a very limited field. [In the university extension scheme this ‘unit’ is the three months’ course in a single subject.] More complete schemes must be made up of such units, so as to be adopted in greater or less extent according to circumstances.

[An example is the Cambridge *course of affiliated students*.]

5. The question of *residence* as an element in education. Such a university will secure for a few, residence in a university town, as the apex of its system; for the many, *association of students* for mutual encouragement and work—both (1) in assisting one another in the work set by teachers, and (2) meeting for independent discussion, practical work, excursions, etc.

6. The question of *financial management*.

(a) *Higher education has no market value*, and therefore in all cases some form of *endowment* is necessary—by which is meant: that some persons contribute more to it than others.

(b) Importance of *co-operation between local institutions* to prevent educational waste, and to unite in common homes, such as town *institutes, museums, etc.*, using the same buildings and apparatus.

(c) The system of such a national university must be throughout animated by the *missionary spirit*, its duty not only to supply education but also to stimulate the demand for it.

#### WHAT SUCH A UNIVERSITY WOULD BE LIKE (2) AS TO THE MATTER OF ITS EDUCATION.

Education is :—

Gymnastic: mere training of faculties: Subjects followed for discipline and dropped. } Mainly belongs to School education—more training needed in logic and nature of evidence.

Culture: supplies matter—Culture: supplies matter—Mainly belongs to the permanent interests of the mind. } Humanity, i.e. the Study of Man kindles interest: Subjects belonging to the permanent interests of the mind. } [History, Literature, &c.c.] Natural Science. Art.

Plans of study should be self-explaining, taking the student into confidence. And generally: *The first duty of education is to be interesting*—this easily carries method (but not *vice versa*) and self-continuance.

*Natural Science*.—This department is immensely in advance of the other two in sound method and vitality—one defect: the tendency to teach it in ‘subjects’ instead of inventing ‘lines of study’ that will cross several ‘subjects,’ and illustrate the different operation of common principles.

*Art*.—In this department it is highly necessary to distinguish: education in art production—for those who have special talent; education in art-appreciation for all.

*Humanity*.—On the history side this department is flourishing; on the side of literature it is a chaos. Two fundamental changes essential for realising any scheme of popular liberal education.

(A)

1. The great representative of this department in prevailing systems is the study known as ‘classics’—round which a fierce educational conflict rages.

*Note*.—The question is not between humanity and natural science, for every educationist would recognize both, but between true and false modes of arriving at the object of classical studies.

2. The term ‘classics’ covers a confusion between two distinct studies: the study of language—valuable, mainly as a discipline, the study of literature—indispensable, as the leading element of culture.

Classical studies as at present organised totally fail as a training in literature—the vast proportion of persons who have received a classical education have had no education in literature.

3. How the evil has arisen: Originally classics were a complete education in themselves: the difficulty of dead languages gave discipline, and the Greek and Roman literatures gave culture—when science, mathematics, etc., forced their way into educational programmes the time devoted to classics was necessarily reduced—such reduction must be made in the culture side of classics, which does not commence till the languages are mastered—thus at present in the great proportion of school and university students the culture side of classics is never reached, and the study becomes merely one of discipline.

4. Disastrous results: Except in rare cases a classical education evokes no interest in classics or disposition to continue the study—scandalous lack of any methodical study of literature—classics failing in its function as ‘culture,’ the whole educational system becomes pure gymnastic, generating intellectual indifference—schism between scientists and humanitarians in the absence of literature as the great common ground between specialists—generally: in clamouring for the name we are losing the thing, and building up a prejudice against classics in the popular mind.

5. One suggested remedy: Give up Latin and Greek, and let us be taught our own literature.—But what is ‘our own literature’? *The main writers of Greece and Rome are more truly our literary ancestors than English writers of past generations.*

6. True solution: not English literature, but *literature in English*: Let the best literature (of Greece, Rome, England, or any other country) be studied in our mother tongue [this is the true meaning of ‘Classics’] as the staple of culture for all. Let Greek and Latin as *languages* appear in educational schemes as gymnastic (or supplementing literature) according to the ability and time of each student.

7. Difficulty to be met: Prejudice against translated literature as ‘brummagem goods.’ But this is largely a false sentiment of exclusive connoisseurship—the objector often a victim of the present system to whom literature has come to mean language—main part of total literary effect deeper down than superficial distinctions of languages—compare old opposition to translation of the Bible.

8. On the other hand: *No thorough study of literature possible except by aid of translations*—thoroughness implies (a) covering rapidly wide fields [otherwise degenerates into ‘annotation’]—and (b) comparison of many literatures [compare studies of history, etymology]—the world’s ‘classics’ are not national, but universal.

(B)

1. A second essential change: to recognise the *Bible as literature*—quite independently of its higher purposes. [Contrast the use of the Koran.]

2. For purposes of literary training the *Bible* has peculiar fitness: the familiarity of the matter applies the study at an immense advantage—it presents a continuous and complete literature within a practicable compass—it is the greatest of our literary ancestors.

3. Difficulty: Fear of raising points of religious difference.—Answer: Literary study need in no way touch authorship,

authority, historic value, or (theological) interpretation, but only analyze the literary *form* in which the truth is conveyed, bringing out its elements of beauty and stopping at the literary interpretation which is the common starting-point of different theological interpretations.

#### CONCLUSION.

The advance towards such a university of the future is to be made, not by reforming existing systems, attack being usually a bad policy—but by obtaining a free field for tentative educational progress in the case of the new classes that are being attracted to higher education.

### LANCASHIRE AND CHESHIRE ASSOCIATION FOR THE EXTENSION OF UNIVERSITY TEACHING.

*First Annual Report, 1891-2.*

THIS interesting document shows that 35 centres, including almost all in the two counties which are in active working, have joined the Association during the first year of its existence. Application was made to the Lancashire County Council for a grant of £1000; to the Cheshire County Council for a grant of £500; and similar applications were sent to the Manchester and Salford Councils. The Lancashire County Council responded to the appeal by resolving that 'a sum not exceeding £1000 be granted out of the County Technical Instruction Fund, for the purpose of aiding University Extension lectures.' The Manchester City Council made a grant to the Association of £100, payable in three instalments, and appointed Mr. Alderman Holland to act as their representative on the Committee for dealing with the grants. The Salford Council declined to accede to the request of the Association, and the Cheshire County Council resolved not to entertain the application for the present.

The Committee appointed to consider applications for grants has placed funds amounting to £350, in sums varying from £15 to £60, at the disposal of 13 different centres, and, so far as the reports have come to hand, there is every reason to believe that the money actually granted has been wisely expended, that excellent results have been attained, and that the ensuing year will see a considerable development in the work. The Committee have borne steadily in mind the principle laid down in the application of the Association to the County Council, viz., that the purpose of the grant is 'not to subsidise centres that are able to afford courses independently, but to render courses possible in places where they are earnestly desired, but cannot be obtained owing to financial difficulties.' Although only five of the centres are altogether new, the Committee believe that this condition has in all cases been adhered to.

It is, on some grounds, to be regretted that so large a proportion of the County Council grant remains untouched. But the Association did well to set itself sternly against lavish subsidy. More might have been done, however, than the report shows, in the way of active propaganda and visits to the centres. But the Secretaries, to whom hearty thanks are due for their labours, are busy men. This is the crux of the situation. The work of all the Federations falls short of its obvious possibilities, because there is no proper provision for the cost of persistent propaganda. A public meeting should be held once a year in every part of the district of each federation. And the success of each meeting should be ensured by preliminary canvass. If at each meeting an experienced and popular lecturer gave a specimen illustrated lecture, so much the better. But how, it will be asked, can such an extensive propaganda be undertaken by busy men who already give up much of their scanty leisure to the work of the Federation? The only way out of the difficulty, in our judgment, lies in the employment by each Federation of a senior lecturer as paid secretary, to act as the colleague of the honorary secretaries. If a scientific lecturer were chosen, the present County Council grant might be partly employed in paying his stipend.

### A WARNING VOICE FROM AMERICA.

IN the *Atlantic Monthly* for March, Mr. George Herbert Palmer gives temperate, but rather indecisive, utterance to some doubts about the future of University Extension in America. An English critic is bound to notice, but cannot pretend to weigh, the chief of Mr. Palmer's objections. On one point, however, he, rather than Mr. Palmer, speaks with authority. For the American writer cites English experience in support of his main contention that in his country 'it is improbable that a permanent staff of suitable instructors can be obtained for University Extension.' In America the right men, he argues, are all needed for college work, and men engaged in college work cannot spare time for Extension teaching. In England, on the other hand, he believes that things are different. The English movement can draw on 'an accumulated stock of cultured men,' who cannot find other work. Mr. Palmer misunderstands the situation. The men, on whom we chiefly rely in England, constantly reject offers of more highly paid employment. University Extension would never have succeeded had it been obliged to put up with the leavings of other professions. The fact is that, for a special type of man, University Extension has attractions, other than monetary, of its own. It competes, not with the profession of college tutor only, but with the Bar, with journalism, with politics. Its supplies are drawn from men of a certain temperament and talent, rather than from any special grade of intellectual quality. For a certain kind of teacher, the college lecture room is not the best place. Not that he would necessarily fail to find a place in the college, if he wished it, but he is impelled by the feeling of special aptitude or by the sense of adventure to a less-settled field of educational labour. He pioneers a colony, as it were. Ultimately the college gains, for the man, thus lost to it, helps on the whole cause of education by which the college itself stands or falls. Moreover, in the second place, it is incorrect to think that a man cannot combine, in a measure, Extension work and college duties. Mr. Mackinder does so; so does Mr. Wicksteed; so does Mr. Marriott; so have done Mr. Arthur Thomson, Mr. Oman, Mr. Medley, Mr. Marsh, Mr. Price, Mr. Colefax, and half a score of others. How far any single man can combine the two kinds of labour depends, partly on his college duties and partly on his personal strength. Certainly the local organisers will not be content with, or continue to purchase, 'the casual teaching of overworked men,' which Mr. Palmer rightly deprecates, but wrongly magnifies into a danger. For it can never become a danger, the normal operation of the system rejecting it immediately as a distasteful inconvenience. When, however, the combination of college duties and extra-mural teaching is practicable, it is good both for teacher and taught. Both profit by contact with each others' experience. And, finally, Mr. Palmer has not realised how important is the part played in University Extension by the central managers resident in the Universities, or by the Summer Meetings, at which the college teachers find a convenient opportunity of instructing Extension students. In fact, in Great Britain the tie between the resident University staff and the Extension teachers is feeble only in those branches of the Extension system which are unsuccessful. This tie, however, is not strengthened at the expense of educational duties which have a prior claim on the teachers, but out of a reserve of energy and material which is partly the cause and partly the result of the Extension movement itself.

## APRIL ESSAY COMPETITION.

*Subject:*—‘A Study of *The Tempest*.’

*First Prize.*—MISS E. A. MAKIN, 18 Schofield Road, Rawtenstall.

*Second Prize.*—MISS J. L. WOODWARD, The Knoll, Clevedon.

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Disqualified, rule 3 not being observed—MINOR; MISS E. C. VOSS.

The Examiner writes:—

On the whole the play is well known, and has been carefully read. The chief faults are:—

- (1) More arrangement needed and condensation.
- (2) More thought needed, so as to give the essay unity. Some one view should be brought out clearly, and other points made subsidiary to main idea. Many of these essays are like handbooks to a play, and give date, source, style, character, meaning, &c., merely as detached points, without any unity of idea.

Good points:—

- (1) Very good knowledge of text of play.
- (2) General knowledge of other of Shakespeare's plays and relation of *The Tempest* to them.
- (3) Good studies of character.

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Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

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## CONTENTS

- |   |   |
|---|---|
| University Extension Scholarships and Prizes,<br>1892     | An Italian Observer on University Extension                 |
| Dixon-Galpin and Dorset County Council<br>Scholarships    | Greek Classes at Eastbourne                                 |
| Notes on the Work   | Mr. Carus-Wilson's Scholarship                              |
| A Study of 'The Tempest'                                  | Book Exchange Column  |
| German Schoolmasters and Archaeology                      | The Co-operative Congress and University<br>Extension       |
| Concerning the Centres                                    | What form of the 'Class' is the most useful?                |
| Oxford University Extension Lecturers' Reserve<br>Fund    | The Link between the University and the<br>Secondary School |
| Oxford University Extension—A New Statute<br>and Delegacy | Hygiene as a subject for County Council<br>Lectures         |
| The Farmer's Practical Needs in Technical<br>Education    | The University of Michigan and Extension<br>Teaching        |
| Letter to the Editor                                      | Some Hints for Local Organisers                             |
|   | Result of May Essay Competition                             |

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# OXFORD UNIVERSITY

## EXTENSION GAZETTE.



VOL. II. No. 22.]

JULY, 1892.

[ONE PENNY.

The next number will be published on August 5.

### UNIVERSITY EXTENSION SCHOLARSHIPS AND PRIZES, 1892.

THE Scholarships of the value of £130, given by the Marquis of Ripon, Mr. J. G. Talbot, M.P., the Dean and Censors of Christ Church, the Rev. E. Massie, Messrs. Arthur Bayley, J. Wells, &c., to enable University Extension Students who would not otherwise be able to afford it to study in Oxford during the Summer Meeting 1892, have been awarded as in previous years to writers of the best essays on subjects drawn from English History, English Literature, Natural Science, and Political Economy.

The Examiners have issued the following list :—

**Class A** (open to all Oxford University Extension Students who need the assistance of a scholarship in order to reside for a period of study in Oxford).

#### *Scholarships of £10.*

WILLIAM E. OWEN (Oldham) in History.  
ISABEL D. CLARKE (Taunton) in Literature.  
FLORENCE BARKER (Penrith) in Science.  
F. HALL (Ilkley) in Science.

#### *Scholarships of £5.*

JOSEPH R. FARMERY (Louth) in History.  
EDWIN J. MARTIN (Abergavenny) in Literature.  
ALBERT BRITLAND (Matlock) in Political Economy.  
NORMAN ENDACOTT (Ashburton) in Science.

**Class B** (open to all Elementary School Teachers [men and women] who are also Oxford University Extension Students).

#### *Scholarships of £10.*

LAURA E. GREEN (Huddersfield) in Literature.  
HARRY PALMER (Kingston-on-Thames) in Science.  
W. G. WATSON (Castle Cary) in Science.

#### *Scholarships of £5.*

AGNES ELLAM (Huddersfield) in Literature.

**Class C** (open to all working men and women who are also Oxford University Extension Students).

#### *Scholarships of £10.*

CHARLES DOWNES (Abergavenny) in History.  
WILLIAM MELLOR (Ancoats) in History.  
ROBERT HALSTEAD (Todmorden) in Literature.

#### *Scholarships of £5.*

ALFRED PRESTON (Altringham) in History.  
WILLIAM H. HAMMOND (Chilham) in Science.  
EDW. PAINE (Sutton Valence) in Science.  
THOS. H. TREGIDGA (Rawtenstall) in Science.

Prizes of £1 have also been awarded to :—

GEO. GODDARD (Gloucester) in History.  
ELIZ. G. WADDINGTON (Huddersfield) in History.  
F. BAKER-GABB (Abergavenny) in Literature.  
CATHERINE DODD (Reading) in Literature.  
NORA MARTIN (Reading) in Literature.  
ELIZ. SUTTON (Newport, I.W.) in Literature.  
GEO. H. PICKLES (Hebden Bridge) in Science.  
L. H. TAFFS (Tavistock) in Science.

The following report has been issued :—

' In history, the quality of the essays is, with one or two exceptions, lower than last year. The essayists write too much mere narrative.

' In literature there is a great deal of good work. The best essays are extremely good, and up to the level of former years. The essayists show a want of power of independent criticism, preach too much, and have a tendency to mere *résumé*.

' In political economy, the work is painstaking, but not good.

' In science, the general result is encouraging. The average standard is high. The best essays are plainly the outcome of wide reading and careful work. For the most part the arrangement and method of treatment are good, and the facts correctly given. Some candidates, however, refer to ancient text-books and authorities now out of date.

HEREFORD B. GEORGE.  
A. SIDGWICK.  
L. R. PHELPS.  
W. W. FISHER.  
J. BRETLAND FARMER. }  
Examiners.

' June 24, 1892.'

The Summer Meeting begins on July 29. Those elected to a Scholarship of £10 must reside during the whole Meeting. Tickets for the Meeting, 30s. (or for either part £1), can be obtained from the Secretary, University Extension Office, Oxford. Programme 6d., post free. Cheques will be sent to the scholars and prize-winners for the full amount awarded. The recipients must forward the price of their ticket for the Summer Meeting.

## DIXON-GALPIN AND DORSET COUNTY COUNCIL SCHOLARSHIPS.

AWARD OF EXAMINERS, June 28, 1892.

THE examiners have reported to the County Council of Dorset that they recommend the election to Scholarships of the following persons, who have been permitted by the County Council to enter the competition.

To Scholarships of £10 :—

- KATHARINE D. REID (Bridport) in History.
- L. SEYMOUR (Beal, Northumberland) in History.
- EBBA M. BRIGGS (Parbistone) in History.
- AGNES MATTERFACE (Bridport) in History.
- CHARLES A. C. PERKIS (Beaminster) in History.
- HERBERT BARNES (Blandford) in Literature.
- FLORENCE M. COTHER (Blandford) in Science.
- H. S. SUTTILL (Bridport) in Political Economy.
- ATHELSTAN RENDALL (Bridport) in Political Economy.

To Scholarships of £5 :—

- EDWARD H. HOWARD (Sherborne) in History.
- E. S. REYNOLDS (Bridport) in History.
- ALFRED HOBBS (Blandford) in History.

## NOTES ON THE WORK.

No time has been lost in organising the University Extension College at Reading. The University Extension Association and the Government Schools of Science and Art have been amalgamated, and the first meeting of the Council of the new joint institution was held on Friday, June 24. The following officers were elected :—

*President*, Mr. W. I. PALMER.

*Chairman of the Council*, Mr. H. SUTTON.

*Deputy Chairman of the Council*, Mr. J. MESSEY.

*Treasurer*, Mr. BLANDY.

*Secretary*, Mr. F. H. WRIGHT.

Mr. H. J. MACKINDER is to be Principal of the College, and Mr. H. D. BARKAS Director of the Art School. The Council consists of 35 gentlemen and three ladies, and of this number eight are elected by the Reading Town Council, three by the Reading School Board, and three by the Trustees of the Kendrick Schools. There are to be four standing Committees of Council, viz. :—

*Finance*, Chairman, Mr. H. SUTTON.

*Art*, Chairman, Mr. RAVENSCROFT.

*Science*, Chairman, Mr. WALTER PALMER.

*History and Literature*, Chairman, Mr. E. WEST.

The building assigned to the College is a portion of the remains of the Abbey, and is commonly known as the Hospitium. It has recently been put into thorough repair at considerable cost. Besides a good office, it contains a lecture-room capable of holding from 150 to 200 persons, a large work-room, a chemical lecture-theatre for 50 persons, and chemical laboratories, &c., while the large and small Town Halls are in the adjoining building, and are available for large audiences.

The practical value of University Extension certificates is sometimes questioned. That these documents are gradually acquiring public recognition is shown by some facts for which we are indebted to a correspondent in the North of England. The librarianship at a branch public library in a large town in Lancashire recently fell vacant. Among the candidates was an Oxford Extension student, and we are informed that the success of his candidature was practically determined by the fact that his certificates showed him to have been a persevering and successful student at the University Extension courses arranged by the local Co-operative Society.

Those who are interested in handicrafts will be glad to hear of the growing usefulness of two London schools of manual work, the Whitechapel Craft-School and the Guild and School of Handicraft. Both are, in a true sense, pieces of University Extension; both are guided by men who have taken a useful part in other departments of our work. The Whitechapel Craft-School has its workshops at 27 Little Alie Street, London, E. Its hon. secretary is Mr. Llewellyn Smith, for whom Mr. A. P. Laurie is now acting as substitute. The school has just published a terse and attractive report, from which we learn that donations would be welcome. They could not be entrusted to better hands. The Guild and School of Handicraft is established at Essex House, Mile End Road, E. Its director is Mr. C. R. Ashbee. The work done at Essex House is already widely known. Those who are unacquainted with it can learn much about its methods and aims from the recently published report.

A report on the *Educational Work of the University of Durham carried on in connection with the County Councils of Durham and Northumberland* has been published at Newcastle, and can doubtless be obtained from Professor Garnett. It is a well-arranged account of a careful piece of work which has the promise of widening usefulness. University Extension has owed much to Professor Garnett in the past, and he is rendering most valuable aid in the new developments of the system in the direction of technical training.

Mr. Thomas Moore of Newport (Mon.), a scholar at the Summer Meeting, 1891, writes as follows :—

'I have by no means lost my interest in the scheme of the Oxford Extension Delegacy. I am more profoundly convinced than ever that local lectures or classes are not in themselves so elevating, or in their results so stimulating, when kept rigidly within the bounds of local isolation, as when the whole matter is kept in cordial and close touch with the great central educative Institutions and forces of our land. That is the conviction to which I have yielded after a fairly large review of the whole question of the education of a town. We may have, and ought to have, Technical Schools, Art Classes, &c., but from what I have observed these even will lack their surest guidance, their most quickening inspiration, and their finest touch of grace, if they are not in some real way allied with one or other of the great Educational Corporations. Then there is the question of their limited range of action in comparison with the far greater range of mental needs. Official (merely in its civil-state conventional meaning) educationalism I believe to be radically inefficient for the production of the best forms of human learning and of cultured human life. Education is so subtle, so deep, so much like a *terra incognita*, until you are actually landed somewhere near the heart of it, that it needs something more than the State, or a committee of Town or County Council, to work it to its real and most complete issues.'

Six Summer Meetings will be held in England this year, one in Scotland, and one, for English people, in Switzerland. The centres are Oxford, Cambridge, South Kensington, Newcastle-on-Tyne, Bowness, Weston-super-Mare, Edinburgh, and Grindelwald.

Mrs. Johnstone, of Tavistock, writes as follows on the difficulties encountered by local organisers of University Extension teaching in small centres :—

'Many small towns have I know benefited by University Extension—by small towns I mean places with under 20,000 or under 10,000 inhabitants (our number is about 6,000)—but in almost all such towns, especially southern ones, the financial difficulty is great. Take a place like this. Probably you will find 25 people who really wish for and value the lectures, and about as many more that

you can worry into attending a course. A small percentage of these latter will be permanently interested, but scarcely more than enough to maintain the average of 25 really wishing for lectures, when you deduct those persons taken away by removal to other places, by illness, &c. The whole 50 cannot or will not give more than 10s. 6d. for a course of 12 lectures, or about half that sum for 6 lectures. The courses with local expenses, &c., cost twice as much as the tickets taken therefore produce. The making up of the difference is a terrible anxiety and mental strain to local secretaries. We are told to get richer people to subscribe, &c., and a few will do this on a pinch. But even this resource is now considerably minimised in places where County Council courses are given, as the wealthier people say that the class of persons for whose benefit they considered themselves to have been subscribing are now provided for by the County Council. I have seen many suggestions made in the Extension Gazettes, usually by secretaries in larger places, who do not really understand the position of smaller ones, but I consider their suggestions to be nostrums one and all.'

. . .

A correspondent pleads for the provision of open scholarships 'to help poor students, who, though not qualified to compete for the ordinary scholarships and prizes, desire to attend and profit by the Summer Meetings.' This is an important point, and deserves consideration.

. . .

A copy of the *Proceedings of the First Annual Meeting of the National Conference on University Extension* has just reached us from the publishers, J. B. Lippincott Company of Philadelphia. It is a handsome volume and full of interest. It contains, besides other matter, seventeen addresses printed in extenso. These will now be preserved as a valuable memorial of the most important and most widely attended conference which has yet discussed the problems of University Extension.

. . .

We are informed of an interesting experiment in University Extension at Harvard College. An educational institute, the Prospect Progressive Union, has been established in the poorer part of Cambridge (Mass.). Owing its origin to a local clergyman, the Progressive Union is now, so far as its establishment and maintenance are concerned, self-supporting. But the instruction offered to the members is furnished by students at Harvard College free of charge. Classes in various subjects have been carried on successfully, and some members of the faculty, including Professors Goodwin and Norton, have given lectures. We hope that the scheme, which owes much to the guidance of Professor Peabody, will prosper and expand.

. . .

The first number of *The University Extension Bulletin* has reached us. It is a monthly magazine published by the Chicago Society for University Extension, and the price is 5 cents, a copy or 50 cents a year. The number before us contains articles on 'The Farmer's Educational Movement,' 'The Newberry Library Center,' Books, Magazine Articles, and Pamphlets, 'Making Next Winter's Plans' (a reprint of the article in our March number), Progress of the Work, and Announcements. We are informed that the June number will contain a symposium on the question 'Who will constitute the staff of Extension lecturers?' Those of our readers who are interested in Extension work on the other side of the Atlantic, should send their subscriptions to the Publishers, Office Room 513, 36 La Salle Street, Chicago.

#### SUMMER MEETING NOTES.

The Principal of Manchester New College desires us to announce that Mrs. Humphry Ward will be unable to lecture at the Summer Meeting owing to failure of strength through overwork. General regrets will be felt at Mrs. Ward's absence, and at the cause of it.

Mr. F. C. Conybear's lectures on 'Ancient Stoicism,' admission to which is permitted to University Extension Students on payment of an extra fee of 3s. to the Secretary, University Extension Office, Oxford, will be given in the hall of Merton College at 9 a.m. on Aug. 2, 4, 6, 9, and 11.

. . .

The lectures on 'The Dutch Republic' (August 8 and 9) will be delivered by Mr. H. Morse Stephens, M.A., Balliol College, author of the *History of the French Revolution*, in place of Mr. C. E. Mallet, who is unfortunately prevented, by the pressure of other engagements, from giving the lectures as previously announced. Mr. Morse Stephens will also lecture on Cervantes, Camoens, and Loyola on August 4, 5, and 6.

. . .

On August 12, at 10.30 a.m., Mr. W. M. Acworth, M.A., of Christ Church, whose valuable and entertaining writings on railway matters are well known to all interested in the economics of transport and communication, will give a lecture in the Examination Schools on 'Railways and the State.' This will form part of the course on Economics.

. . .

On August 5, at 3 p.m., Mrs. Foote Crow, an American visitor, will give an address in the Debating Hall on 'Women's Colleges in America.'

. . .

The title of Mr. T. G. Jackson's illustrated lecture at the Summer Meeting will be 'Renaissance Architecture in England, and specially at Oxford.'

. . .

Mr. Pater has been prevented by unexpected pressure of work from finishing his lecture on Raffaele. In place of the lecture as previously announced he will read a paper on Leonardo da Vinci.

. . .

Should any lady in London desire information as to the expense, &c., entailed by visiting the Summer Meeting and be unable to come to Oxford for the purpose, Miss Edith Bradley (14, Brunswick Square, London, W.C.), a London member of the Ladies' Committee of Reference, will be glad to give any information, either by letter or in an interview to be arranged by appointment.

. . .

The following local secretaries intend to be present at the Summer Meeting, and will receive, from other local secretaries who are unable to attend, the names of students who wish to be brought into friendly relations with some among their fellows:—

Miss KATHLEEN MARTIN, Edensor, Chesterfield (Secretary at Bakewell).

Mrs. ROTHWELL, Limefield, Bury (one of the Secretaries at Bury).

Miss KITCHENER, the High School, Bury (one of the Secretaries at Bury).

Miss PHOEBE TIMMINS, Clad Hill Cottage, Edgbaston (Secretary at Edgbaston).

Miss MONTGOMERY, 10 Baring Crescent, Exeter (Secretary at Exeter).

Miss L. A. PARKINSON, Yewbarrow House, Grange-over-Sands, Carnforth (one of the Secretaries at Grange-over-Sands).

Miss EMILY DALE, 27 Parish Ghyll, Ilkley (one of the Secretaries at Ilkley).

Miss SNOWDON, Riddings Road, Ilkley (one of the Secretaries at Ilkley).

Miss KATE E. COLMAN, Bridge Street, Peterborough (Secretary at Peterborough).

Miss C. HELEN SCOTT, Ashfield, Skipton in Craven (Secretary at Skipton).

Miss A. E. RUEGG, Castle Bank, Stroud (Secretary at Stroud).

## A STUDY OF 'THE TEMPEST.'

PRIZE ESSAY, APRIL COMPETITION.

EDGAR ALLAN POE has left us a picture of 'a city in the sea, lying lone, far down within the dim West,' in which 'Death hath reared himself a throne.' 'Our ever living poet,' on the other hand, shows us a place, equally remote and indefinite in situation, in which not death, but life reigns supreme. Both creations body forth the imaginative genius of their authors, but in the latter we see that Shakespeare held for truth that—

'Tis life whereof our nerves are scant,  
Oh life, not death for which we pant,  
More life, and fuller that I want;

and *The Tempest* is the study of a mortal who has attained to complete life.

It will need a certain amount of consideration to see how Prospero on the Enchanted Island had fully entered into life. We must remember that the space of time represented by the play is only a few hours, and these few hours mark the crisis in his life. We learn from his conversation with Miranda what place Prospero had once occupied in the world. He has known what it is to love and to be loved, to trust and to have his trust betrayed. He has possessed earthly power, but has undervalued it whilst striving for more than earthly power. In that past time there seems to have been a certain amount of 'smoke in the flame' of his love for knowledge—a touch of selfishness—

I, thus neglecting worldly ends, all dedicated  
To closeness and the bettering of my mind  
With that which, *but by being so retired,*  
O'er-prized all popular rate.

The truth which Shakespeare continually brings before us—that evil must follow upon neglect of appointed duty, or the attempt of a human being to separate himself from his fellows, is illustrated here. Prospero's brother successfully conspires against him, and he is cast forth to die, as his enemies believe. But even 'the highest, holiest Manhood' was led by the Spirit into the wilderness. Whatever selfishness there may have been in Prospero's nature during his days of worldly wealth his trials purged away. The fact that he had to be the saviour for another kept him from sinking under the weight of his misfortunes ; of his infant daughter Miranda he says—

A cherubin

Thou wast that didst preserve me. Thou didst smile  
Infused with a fortitude from heaven  
When I have decked the sea with drops full salt,  
Under my burthen groaned; which raised in me  
An undergoing stomach to bear up  
Against what should ensue.

That his nature was ever one which inspired love we see from the manner in which Prospero's enemies disposed of him ; they durst not kill him openly, so dear the love his people bore him. Into the rotten carcass of a boat, which even the rats had left, the charitable Gonzalo, moved by a hope which seemed a heavenly inspiration, conveyed food, water, clothing, and books which their owner prized above his dukedom. Love here produces life out of elements which threaten death. Gonzalo's love preserves the bodily life of the outcast pair until by 'Providence divine' they are brought to land ; whilst Prospero's love for Miranda develops in him that perfect pattern of life displayed in his character in the *Tempest*. Benevolent, self-controlled, foreseeing, and merciful, he is true to himself and grandly true to other men.

Prospero in his dukedom had longed for supernatural power. Who does not, at times, long for something beyond his reach in this present life ?

In his banishment he is 'holp' to the place where the supernatural has full sway. The Enchanted Island was then in the possession of the strange being Caliban, the fish-monster born of the foul witch Sycorax. The spark of humanity which he recognizes in this creature led Prospero, at first, to make much of him, to pet him and teach him ; but he soon shows that his

Vile race

Though he did learn, had that in't which good natures  
Could not abide to be with.

And from this time the higher life, recognizing his duty, masters the lower and employs him forcibly in the menial offices for which he is fitted.

But if the foul witch Sycorax had left behind her that which would subvert good into evil, she had also left 'a spirit all too delicate to act her earthly and abhorred commands.' The evil was free and unfettered, that which might be employed for good was painfully imprisoned in a cloven pine, and Prospero's benevolence, which cared for and watched over Miranda, and which controlled the evil in Caliban, must teach him by his powerful magic to free Ariel from his torture. This done, the 'airy spirit' becomes his minister, and, inspired by the hope of gaining perfect freedom, serves him well. Prospero is now master of the Enchanted Island to an extent which neither Sycorax nor Caliban could ever have been. Ruler of the four elements of earth, water, air, and fire—and more than this—master of his own will, passions, and inclination, he is, at last, the most worthy of any who has ever borne the title of duke.

But if Prospero has been Duke of Milan unworthily, he must again fill that office to better purpose ; and in order to accomplish this he brings his enemies within the compass of his magic art. Who can help envying him that far reaching life-power, which centred in his frame thrills through his whole dominion ? Governed by his now perfect will, Ariel becomes a 'minister of fate.' The strange storm which, in spite of the efforts of the skilful mariners, threatens death to all on the king's ship, brings them instead within the domain of life and enchantment—

Not a hair perished,  
On their sustaining garments not a blemish,  
But fresher than before ;

and the potent influence soon begins to operate on all. The king's son Ferdinand, mourning his father's supposed death, falls under the spell of Ariel's music, and is conducted to the presence of 'the goddess on whom these airs attend ;' then begins the perception of true life for him and Miranda. For her sake Ferdinand will forego his dignity as Prince of Naples and become a log-bearer, to become his companion and 'help-meet' Miranda would even leave her father.

But the elements of death are working in the Enchanted Island and must be overcome. The absence of Ferdinand from the king's party inspires the ever self-seeking Antonio to prompt Sebastian to dispose of the king of Naples and seize his throne, even as Antonio himself had so long since taken the dukedom of Prospero ; but the magic sleep of Gonzalo is disturbed by Ariel at the instant that the evil scheme is ready to be carried out, and the king is saved.

The native evil force of the island soon attracts to itself certain of the baser sort. Caliban, Stephano, and Trinculo, with their plot to destroy Prospero and thus gain the sovereignty which pertains to him, enact a capital parody on the plot which took from Prospero his dukedom, and on the one, just defeated, which would take from Alonso his kingdom. This danger also is known and guarded against by the all-wise magician—Ariel again delivers by means of his music. How well the behaviour of these drunkards illustrates the bearing of music upon character—'he that is holy let him be holy still, and he that is unclean let him be unclean still !' The filthy pool and the indulgence of petty vanity cause their project to 'gang agley, in company with so many well laid schemes of mice and men.'

Let us now consider Prospero's final use of his magic art. By its means he brings their guilt home to the 'three men of sin,' and pleasantly entertains his innocent children ; it has almost decoyed him again into selfish forgetfulness ; and, in the pardon which he asks from Ferdinand, we are reminded that he is a man of like passions with ourselves. We have seen something of his weakness, but we see him at the last in his grand strength. Confronted by Gonzalo, his benefactor, Alonso and Antonio his enemies, and their attendants, he shows that, like all of truly noble temper, he recalls benefits before injuries. When he has thanked Gonzalo, we see to what height he has climbed by the free pardon which he grants to his foes, now entirely in his power. With him 'earthly power

shows likest God.' In return for injuries he asks from the injurer only

Heart-sorrow  
And a clear life ensuing.

The king of Naples can restore Prospero to his dukedom, but Prospero, who 'holds the keys of life and death,' can restore to the king his mourned for son. That son is now equally dear to both, for with him goes a third of Prospero's own life, Miranda, in her innocence, compassion, modesty, trustfulness and beauty, the fairest mortal who has appeared either in the material or the ideal world since Eve lived sinless in the Garden of Eden.

Was Milan thrust from Milan that his issue  
Should become kings of Naples.

He has indeed seen that all things work together for good; he has learnt in the wilderness to know himself; he has proved that it is

Well for him whose will is strong  
He suffers, but he will not suffer long.

He can return to Milan, and there every third thought may be his grave, because the thoughts which he gives to the world will so grandly avail towards life. He can break his magic wand and bury it, and sink his book deeper than plummet ever sounded, because he has learnt the lesson which these have been teaching him, and knows that he who would control others must first control himself. He can free Ariel because he himself has found that only in serving others can we mortals find true liberty and life; that he who is a slave to self reaches a level of degradation below that of Caliban.

What a world of ideas is suggested by a thorough study of *The Tempest!* How it inspires us with courage and fortitude to know that he, who passed through years of sorrow-tempest himself, has left, as one of his last utterances, this assurance of the final good of life. Our Tempests may still have to be faced, and to help each one through he holds before us this bright hope of seeing as he did the 'clear shining after storm and rain.'

E. A. MAKIN.

## GERMAN SCHOOLMASTERS AND ARCHAEOLOGY.

BY PROFESSOR PERCY GARDNER.

FOR many years past every important State on the Continent of Europe has bestowed large sums in the furtherance of one branch of classical study, archaeology. Institutes have been founded in Greece and Rome, and ample provision made for professors and students connected with them: great museums have been built, excavations subsidised, and publications carried out on a vast scale. In the course of the last three years a movement has arisen in Germany, of which the object is to place archaeological study within reach of a class outside the ranks of professed archaeologists, especially the ordinary teachers in schools. The demand has come from the teachers themselves, and it has been favourably regarded by the Ministers of Education in several of the States of Central Europe, the lead being taken by Baden.

In consequence of the representations of schoolmasters, courses of lectures on various branches of Classical Archaeology have been arranged during the last two years in holiday time (*Ferienkursen*) at Berlin, Bonn, and Trier, and a considerable number of teachers have sacrificed part of their vacations in order to attend them.

The German Archaeological Institute has further decided to publish in a cheap form, which shall be available for school use, selections of the plates of some of its great publications. But in this matter private enterprise has perhaps outstripped the State; such works as Engelmann's *Bilderatlas*<sup>1</sup> to Homer and Ovid, Schreiber's *Kulturhistorischer Bilderatlas*<sup>1</sup>, and the *Wandtafeln* of

<sup>1</sup> An English version of the Illustrations to Homer has been brought out by Prof. Anderson (Grevel); and the same archaeologist is about to edit an enlarged edition of Schreiber's *Atlas of Antiquities* (Macmillan).

Von der Launitz, helping to supply a need greatly felt in Germany.

But the aspiration of German schoolmasters after archaeological knowledge has been met in another and more complete fashion. Last year a committee was formed of representatives of classical teachers in various German States. This committee met at Munich, and passed a resolution that the most satisfactory plan for increasing in schools the knowledge of ancient art and life would be the establishment of bursaries to be used by selected schoolmasters in travelling in Italy and Greece, leave of absence for several months at a time being granted them without detriment to their status and salaries. On learning what had passed, the German Institute at Rome, an institution supported by the State, offered free quarters in Rome to a party of fifteen schoolmasters, and provided learned conductors to expound for them the treasures of Rome, Naples, and Pompeii, the total stay in Italy lasting about a month. The visitors had to bear their travelling and other expenses (some £20), but so many teachers wished to join in the journey that their selection was not easy.

The next step was taken by the Austrian Government. The Minister of Education asked for a credit of 10,000 florins (about £850) in order to constitute ten bursaries, the holders of which should spend six months in study in Italy and Greece, without detriment to their positions at home. In the remarkable statement which accompanies this demand, the Minister shows how fully he is alive to the need of widening the lines of the old classical course at schools. He proposes his measure not as a concession to specialisation, but as a corrective to it, being convinced that it will tend not only to make the teachers more learned, but also to widen their interests, to stimulate their imaginations, and to preserve them from pedantic narrowness.

In the present year the Government of Baden has gone a step further, and planned a visit on the part of a party of teachers, under the guidance of two distinguished archaeologists, Professors Studniezka and Fabricius, not to Greece only, but also to Asia Minor. The journey was to last about eleven weeks, and of the cost two-thirds were to be borne by the State, and one-third only by the travellers themselves.

It is somewhat depressing to turn from the German Governments, thus vying one with the other in efforts to widen and vivify the teaching in the ordinary schools, to the English Government, which seems to resist no claims more stubbornly than those which are brought forward in the name of higher education. If private endowment here took the place of public support, the case would be less hard; but private endowment nine times out of ten fails to do the right thing or to do it in the right way. There is after all something to be said for the regulation of these matters by experts.

## CONCERNING THE CENTRES.

BAKEWELL.—*Students' Association.* On Thursday, June 9, a meeting was held at which short papers were read on Sir Edward Coke, John Selden, Lionel Cranfield, and other important men of the Stuart period. The students are working this summer with special interest, as for the first time in Bakewell their desire for sequence is to be carried out, and Mr. C. E. Mallet has most kindly undertaken to criticise any paper work that is done in preparation for his course of lectures on 'The Stuarts and the Puritan Revolution.' A Geological excursion is arranged for Saturday, June 25, when Mr. Fletcher of Derby will again kindly act as leader. The next Historical meeting will be on July 21.

## OXFORD UNIVERSITY EXTENSION LECTURERS' RESERVE FUND.

SUBSCRIPTIONS AND DONATIONS RECEIVED SINCE

		MAY 30, 1892.	£	s.	d.
Miss Bridges . . . . .		. . . . .	0	10	0
Miss Lee . . . . .		. . . . .	0	10	0
Miss Banister . . . . .		. . . . .	0	10	0
M. E. Sadler, Esq. . . . .		. . . . .	10	0	0
Anon. . . . .		. . . . .	5	10	0

## OXFORD UNIVERSITY EXTENSION.

### *New Statute and Delegacy.*

THE work of the Oxford University Extension is at present entrusted to a committee of the Delegates of Local Examinations. But, as stated in our last number, the University has decided to transfer the oversight of the work to a separate Delegacy. This decision is due to the growth of the operations under the superintendence of the Committee. The following Statute has been approved by the University, no opposition being offered at any stage:—

### *Of the Delegates for the Extension of Teaching beyond the Limits of the University.*

1. For the purposes of this Statute there shall be a Delegacy consisting of the Vice-Chancellor and Proctors and eighteen Members of Convocation elected as follows, namely, six by the Congregation of the University, six by the Hebdomadal Council, and six by the Vice-Chancellor and Proctors, each holding office for six years and re-eligible.

Of the eighteen elected members three in each section shall vacate office at the end of every three years. Vacancies at any time before the expiration of the proper period shall be supplied only to the end of such period.

2. The Delegates shall receive proposals for the establishment of lectures and teaching in England and Wales for persons who are not members of the University, and shall be authorised to appoint Lecturers and conduct Examinations in connexion with such teaching.

3. The Delegates shall have power to grant Certificates to persons not being members of the University who have been examined under their direction and who have been taught by Lecturers appointed by them or with their sanction.

4. The Delegates shall be authorised, in cases where lectures or teaching have been or may hereafter be established by local bodies, to appoint representatives to co-operate with such local bodies in such manner as may seem to the Delegates advisable; provided that, in every case in which the Delegates propose so to co-operate with local bodies, the sanction of Convocation to such co-operation shall have been given by Decree.

5. The expenses of lectures and examinations shall not be defrayed out of the funds of the University.

6. The Delegates shall make report of their proceedings every year to Convocation.

### *Election of Delegates.*

The election of six members of Congregation, in accordance with the provision of the Statute, took place on June 14, 1892. There were eight candidates. The following were elected:—

HALFORD JOHN MACKINDER, M.A., Student of Christ Church.

WALTER WILLIAM FISHER, M.A., Corpus Christi College, Aldrichian Demonstrator of Chemistry.

JAMES FRANCK BRIGHT, D.D., Master of University College.

ARTHUR SIDGWICK, M.A., Fellow of Corpus Christi College.

JOSEPH WELLS, M.A., Fellow of Wadham College.

The Rev. WALTER LOCK, M.A., Fellow of Magdalen College.

It is understood that the Hebdomadal Council will elect six members of the Delegacy at the beginning of next term. The Vice-Chancellor and Proctors have not yet announced the names of the six Delegates to be elected by them.

## THE FARMER'S PRACTICAL NEEDS IN TECHNICAL EDUCATION.

SINCE it is one of the chief aims of the Extension courses in technical subjects to give a scientific expression of the facts of agriculture for the benefit of farmers and others employed on the land, it is necessary to consider the whole problem which the members of the classes have before them in daily life.

The syllabus which has been published from the Extension Office is to my mind one-sided, and in view of the coming winter's work I think it may be of use to state the grounds of this opinion. While I do not question for a moment the value of the six courses proposed in the syllabus I think every one must admit that too little attention has been paid to the subject of the farm animals.

The course of study prescribed by the present syllabus is impracticable because of this. The latter half of the course on Agricultural Chemistry must be devoted to animals, and the attempt to explain this subject without a considerable knowledge of animal life would be futile. The same objection applies to the proposed courses on Farm Stock and Agriculture.

What is wanted is, in the first place, to add a course on the Physiology of Animal Life. In this course the student would become acquainted with Growth of Animals, Nutrition, Circulation of the Blood, Respiration, Muscular Work, Animal Heat, &c.

A course similar to this, on Animal Diseases, should follow. Here the subjects comprised in General Pathology would form the matter of the lectures. With this there should be given at least the general principles of treatment, and such applications as could be taken advantage of in the practice of farm life. The best illustration of this is a list of the subjects, some of which would necessarily be taken up:—Wounds and their treatment, Inflammation and its varieties in the different organs of the body, Abscess Formation, Degeneration, Fever, Infection and the means taken to prevent the Spread of Infectious Diseases. Without a knowledge of this sort I contend it is little more than useless to attempt the discussion of Agricultural Chemistry or the Management of Stock. With such a knowledge in the possession of the students the later courses would become much more valuable than they could be on the present system. For example, among the subjects treated of in the course on Pests of Stock and Crop would come more or less full explanations of the commoner diseases of the farm animals, such as Foot and Mouth Disease, Pleuro-pneumonia, or Anthrax.

It is for knowledge of the processes of Animal Pathology that most need is felt among farmers. Every farmer is often at his wits' end to know what he should do with the animals under his care, not only to cure them, but to prevent the spread of Infectious Disease amongst them. If farmers found that Extension courses not only provided them with reliable knowledge of this sort, but also taught them the means of observation for themselves, they would not be slow to give their hearty support to the lectures.

J. L. S.

## LETTER TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

### *Lecturers' Railway Expenses.*

DEAR SIR,—I have a grievance against the Extension. Other local organisers doubtless feel it also. We resent the amount we have to spend on the lecturers' railway expenses. Not that we grudge them comfort in travelling. But we find it difficult to make a satisfactory estimate of our financial position, because the amount of lecturers' railway expenses, always an important item in our local budget, can rarely be determined till the course is over.

Why should there not be a fixed charge for railway expenses? I suggest fifteen shillings a lecture. This would meet the needs of the average case. And it should cover cabs.

Yours faithfully,  
M.

## AN ITALIAN OBSERVER ON UNIVERSITY EXTENSION.

SIGNORA FANNY ZAMPINI SALAZAR, whose efforts on behalf of the education of women in Italy are well known, has recently published under the title *Antiche lotte, Speranze nuove* (Naples, A. Tocco), a report of her enquiries into the position of women's education in this country. Besides giving interesting accounts of Newnham, Girton, Somerville, Lady Margaret, Holloway, and other colleges for women, she describes the University Extension system on the ground that English women have taken a prominent part in its establishment and support. From her description, which consists chiefly of a translation of various papers published by the Oxford Delegates, the following extracts will be read with interest :—

Ad incoraggiare la larga diffusione della cultura, alle cui profonde sorgenti sono assai razionalmente invitati a dissetarsi i cittadini della grande nazione inglese, di ogni ordine sociale, d'ambò i sessi, furono organizzate delle Conferenze universitarie circolanti, che sono uno de' più mirabili sistemi inglesi per offrire l'istruzione che s'impartisce nelle Università, ove non ve ne sono. Il loro obbietto è quindi di portare l'Università in giro al popolo, quando il popolo non può andare ad usufruire di quella cultura superiore ne' centri universitari.

Ebbi la ventura di conoscere personalmente uno de' più entusiasti promotori di tali Conferenze. . . . Debbo a lui tutt'i ragguagli di questa importante ed utilissima organizzazione, che meriterebbe di essere imitata da noi in Italia e che forse potrebbe risolvere uno de' tanti problemi della Istruzione, quello specialmente che riguarda le università.

È indubbiato che oltre la istruzione elementare è oramai generalmente riconosciuto il bisogno di una cultura superiore, che, non essendo tecnicamente preparatoria alle industrie manuali o professionali, educhi il cuore a vagheggiare maggiore perfezione nelle professioni e nel commercio, allargando l'orizzonte mentale e incoraggiando uomini e donne ad impiegare più nobilmente ed a godere meglio le loro ore di ozio.

Questa vasta educazione superiore è alla portata degli studenti universitari in Inghilterra e nel 1859 fu dalla Università di Oxford promossa la cultura superiore a vantaggio di studenti non immatricolati come membri universitarii, fondando per essi i cosiddetti Esami Locali.

L'esempio di Oxford fu presto seguito dalla Università di Cambridge, che inoltre aggiunse ai suoi Esami Locali le Conferenze Locali nel 1872. L'istesso fu fatto in Oxford nel 1878 e dieci anni dopo il numero di studenti, che seguirono i corsi universitari circolanti di Oxford, fu di quattordicimila trecentotrenta. Nel 1886 erano stati novemila novecentotto, l'anno seguente furono tredici mila settantacinque. Nel 1890 sono stati quarantamila centottantasette ed ho appreso che questi corsi circolanti continuano sempre ad avere un pubblico più numeroso, e queste cifre sono la prova più eloquente dell'incontestato loro successo. . . .

Siccome i corsi universitari circolanti sono organizzati in modo da riuscire molto economici ed alla portata delle più povere borse, non è stato difficile di averli nelle piccole come nelle grandi città.

I corsi universitari circolanti non sono organizzati soltanto per offrire una cultura superiore adattata a' bisogni popolari, ma per stimolare il desiderio di tale insegnamento. Il loro scopo è quindi di diriger ed incoraggiare la lettura dei migliori libri di ciascuna materia, per diffondere l'abitudine di leggere e suggerire i metodi di studio sistematico per sviluppare una sana passione pel sapere ed aiutare coloro che la sentono a fare l'uso migliore delle pubbliche librerie, assistendoli a procurarsi la più proficua delle sapienze, quella che si acquista col proprio volere, facendosi ciascuno il proprio maestro. . . .

Circa due terzi degli studenti che seguirono i corsi universitari circolanti nell' anno 1888-89, furono donne ed un gran numero erano operai. I Delegati ebbero ragguagli di varii esempi di rara perseveranza, dimostrata da taluni operai, che, per seguire i corsi universitari, dovettero sormontare gravi difficoltà. A

Camborne uno degli studenti era un minatore, il quale, dopo la Conferenza della sera, doveva scendere a lavorare tutta la notte nella miniera. E lo faceva con piacere, sentendo alleviata la dura sua fatica nelle paurose tenebre poichè recava nella mente la luce della scienza e poteva, lavorando, ricordare tutto ciò che aveva udito, e, ripensandoci, trovare meno lunghe le ore della notte.

A Burnley una tessitrice fu tanto interessata in un corso di Conferenze universitarie che volle concorrere, con un saggio scritto, alla borsa di premio che si accorda agli studenti poveri per recarsi in Oxford per un breve periodo di studio nell'agosto. E per potere riuscire essa sacrificava le ore che le accordavano pe' pasti, restando al suo telaio nel Cotonificio per studiare nel suo tempo libero.

Durante la sessione 88-89, senza contare i corsi dati nel Meeting degli studenti universitari nell'agosto 1888 in Oxford, vi furono centodici corsi circolanti, cioè settantuno su vari argomenti storici, diciotto che trattarono di Letteratura ed Arte, tredici di vari rami di Scienze Naturali, ma principalmente geografici ed otto di Economia Politica.

Un ottimo sistema in tali Conferenze è di distribuire un opuscolo stampato, che dà un'analisi sintetica delle materie trattate ed un elenco de' migliori libri adatti per studiarle in casa.

E siccome, eminentemente pratici in tutto ciò che fanno, gli organizzatori di tali studii superiori circolanti hanno preveduto il caso della mancanza de' libri nelle città ove vanno, così vi provveggono con delle librerie circolanti. Simili casse di libri contengono varie copie de' lavori principali raccomandati dal Conferenziere. Alla fine dei corsi le cassette di libri sono rimandate a' Delegati in Oxford. Molti corsi speciali sono illustrati con delle stampe, incisioni e disegni o con la lampada ad ossidrogeno. . . .

Scopo di questi corsi universitari circolanti e delle numerose scuole serali per gli uomini e le donne delle classi operaie, è di elevare il popolo, coltivandone largamente l'ingegno. Avrò in seguito l' occasione di descrivere con maggiori particolari queste mirabili istituzioni, con le quali l'Inghilterra provvede a civilizzare sempre più tutt'i suoi cittadini, offrendo loro così il mezzo di godere le grandi gioie del pensiero, le sole che possono talmente perfezionare l' animo umano da provargli, fargli sentire l' orrore dell' ubriachezza e di tutti que' vizii che degradano ed avviliscono.

## GREEK CLASSES AT EASTBOURNE.

BY HASTINGS CROSSLEY.

IN March, proposals were made by me for the formation of classes for adults of either sex, for Greek and Latin, whether elementary or advanced, to be conducted on the lines of similar teaching at the University Colleges in great provincial towns.

Both morning and evening classes were offered; and the fees proposed were about the usual average of those at the University Colleges, viz. for one Term of eleven weeks: Morning Classes, twice a week, £2 2s.; Evening Class, once a week, 10s. 6d.

To this a fairly encouraging response was made, considering the novelty of the work here, and the lateness of the season. Six names were entered for each class, all desiring quite elementary teaching. (With one advanced student I also read Plato *Phaedo* weekly, and am led to believe that in the autumn a small advanced class may be formed, probably in Latin as well as Greek.)

Both the Greek classes have worked well and enthusiastically: although in a few cases sickness and bereavement have temporarily interfered with regular attendance, so that the *average* of constant attendance has been but two-thirds. Beginning at the very alphabet, the morning class has worked through the accidence to the end of the regular verb. Concurrently, exercises in Greek (Underhill's *Elementary Exercises*) have each day been written and carefully revised; and the corresponding Greek sentences orally translated into English. In order to add interest as soon as possible to work otherwise somewhat unattractive to adults, we took in hand, after a few weeks,

a selection of easy extracts from Xenophon. These were carefully rendered by the lecturer to the class, one each day, beforehand; every detail of parsing and (as far as then intelligible) also of syntax being minutely treated. On the following day, the class retranslated the same extract, and were questioned upon the accident, &c. A new extract was then taken up before them by the lecturer; which indeed they often proved to have attacked themselves independently. Each day's work began by regular practice in appointed portions of grammar (hitherto only accident).

Finally, in the hope of riveting the interest of the class more successfully, and securing their continuing the work next Term, it was thought advisable to attempt to make a beginning on something of greater literary interest; thus we have added a portion of the *Hecuba*, using an edition offering special help to beginners (but in no case any printed translation). This has been confined to the morning class; the evening class naturally has not made more than half the progress above described, meeting only half as often. In other respects the work has been exactly similar; the attendance and interest shown no less.

Both classes will have a short written examination about the middle of June: for the morning class the work will comprise:—

Grammar—Regular Declensions.

Regular Verbs (contracted and uncontracted).

Xenophon, twenty short extracts (about 300 lines).

Euripides, *Hecuba*, 100 lines.

For the evening class, somewhat less Grammar, twelve extracts of Xenophon, and no Euripides.

As the majority, if not all, of these Students are working for the interest of the subject rather than from any motives of professional advancement or the like, it seems absolutely necessary to make the style of teaching as attractive as may be, consistently with a real grasp of the exact meaning and difference of forms being obtained. The slow and painful grounding of schoolwork has therefore been somewhat modified, in the hope that, once the interest is firmly arrested, deficiencies in this respect can be supplied by systematic revision of the forms a little later on.

At the same time, should persons regularly working for University, local, or London University degrees, present themselves, the Lecturer would be glad to be able to revert to the more gradual and complete type of teaching of the provincial University Colleges. Hitherto, there has been no demand for classes in Latin; but I am inclined to think that next Term a small class may be formed, more probably for advanced work.

An independent examination at the end of the classes next year would be a great gain. Though possibly a few members of the class might regard the prospect of it with apprehension, I imagine the majority would like to submit themselves to the test.

#### **MR. CARUS-WILSON'S SCHOLARSHIP.**

THE recent examinations held in connection with Mr. Carus-Wilson's Geological courses have resulted in Miss Emily C. Suthill, of Bridport, and Mr. St. A. Alder, of Malvern, heading the list of successful candidates with an equal number of marks. It was, therefore, decided to divide the ten pounds between these two students; but owing to Mr. Alder's inability to attend the Summer Meeting (for which purpose the Scholarship is awarded), the whole has been presented to Miss Suthill.

#### **BOOK EXCHANGE COLUMN.**

The members of the Peterborough Students' Association are anxious to obtain copies of Dr. Mill's *Realm of Nature*. They have copies of Gardiner and Carlyle on the *French Revolution* to lend. Address MISS COLMAN, Bridge Street, Peterborough.

### **THE CO-OPERATIVE CONGRESS AND UNIVERSITY EXTENSION.**

CO-OPERATORS have always been good friends of University Extension. Oldham and Hebden Bridge, centres of University teaching arranged by and for workmen, have become famous in educational, as already in economic, literature. It is with pleasure therefore that we notice the cordial welcome given to Mr. Hudson Shaw at the Co-operative Congress held in Rochdale at Whitsuntide. Addressing the Co-operative Parliament on the subject of University Extension, he is reported to have spoken of himself as 'a village parson'—one of a class who were somewhat rare at co-operative congresses—('Hear, hear,' and laughter)—and he thought the assembly might well congratulate themselves on the fact that they had now in their midst four or five parsons, including an archdeacon. (Loud applause and laughter.) At the request of the Secretary of the Oxford University Extension movement, he had come to make a short report, and to offer very hearty and sincere thanks for the magnificent help received by them from the co-operators during the last four or five years. In the *Pall Mall Gazette* of the previous night it was stated that the co-operative movement was losing its grand ideals, that co-operative production was at a standstill, and that the educational part of the co-operative programme was being thrown aside. ('Hear, hear,' 'No doubt about it,' and laughter.) The latter part of that statement was not true. (Cheers.) In the North of England, at any rate, the co-operative societies were doing fully nine-tenths of the work that was now being done for the spreading of higher education among workmen. (Renewed cheering.) There were not in England any educational centres of working-men so advanced, so earnest, so successful, as several of those connected with the co-operative body. The co-operative societies of the country, and especially those of the North of England, had given the University Extension scheme of education the utmost sympathy and the heartiest support. (Cheers.) The work connected with that scheme began in a small way a few years ago, but it had now reached almost gigantic proportions. When the first Extension lectures were delivered in Rochdale six years ago there were only six or seven little centres in existence, but now they numbered no less than 392 centres. Then there were in attendance only a few hundreds of people, but now there were some 25,000 people connected with the Oxford scheme alone, and in connection with the Oxford, the Cambridge, and the London Universities' schemes together there were 60,000 English folk working. The one great blot on the movement was this—it was becoming very largely a middle class movement. ('Hear, hear.') He had very great respect for the middle class—he belonged to it himself—(laughter)—he might say he lived upon it—(renewed laughter and applause)—but he was bound to point out that the chief intention of Arnold Toynbee and Professor Stuart in connection with the University Extension movement was that that movement should make the working-men sons of the Universities. (Cheers.) Would the co-operative movement help them to direct the scheme into the working-class channel? ('Yes,' and applause.) Mr. Mitchell said the three great forces in which he believed were religion, temperance, and co-operation. He was a standing advertisement of the good of those three forces. (Loud laughter and applause.) He (the speaker) believed thoroughly in those three great forces, and also in another—in education. (Cheers.) Stupidity and ignorance were the enemies of religion, temperance, and co-operation, and if co-operators and trades-unionists were true to their principles they must increase the education of the working classes in their programme. Carlyle said, 'I don't pity the labouring man for his labour, but for any man in this world of ours to die ignorant, that I call a tragedy.' The University Extension scheme promoters wanted to prevent that tragedy. Would the co-operators help them? ('Yes,' and loud cheers.)

## WHAT FORM OF THE 'CLASS' IS THE MOST USEFUL?

MR. EDWARD T. DEVINE, the American lecturer whose acquaintance English students will make during the Oxford Summer Meeting, has an article in *University Extension* for June on the 'Class.' Of this article we take leave to reproduce the larger part, as it is desirable that our educational methods should be subjected to as much criticism as possible. We easily slip into routine, and begin to regard an established system too much as a matter of course.

'The University Extension class presents at least two distinct types. The more common, and where University Extension is newly established probably the more useful type is found in the class held after the lecture in the presence of nearly or quite the entire audience. The discussions are on subjects suggested by the lecture of the same evening. The lecturer spends comparatively little time in criticism of weekly exercises—generally only so much as the class fails to occupy with other discussion.

'The class of the second type is held before the lecture, or if after the lecture in a separate room, or if in the same room after a short interval, during which all who are not desirous of enrolling as students are expected to retire. The conditions of class membership are made more onerous and the profit to the individual student is undoubtedly greater. This discussion is confined mainly to subjects suggested by the lecture of the preceding week or fortnight, and is based largely on the weekly exercises.

'The popular class is admirably fitted to accomplish certain desirable ends. It may be necessary in any given community to attract for the Extension courses such a degree of public attention as will make it possible to secure favourable newspaper notices, to insure the sale of additional tickets, to overcome the opposition of particular elements in the community, which for any reason may have assumed a hostile attitude towards the movement in general, or towards the course which is in progress. Skilfully managed, the popular class may be made to attract a high degree of public attention. Prominent citizens may be induced to participate in the discussions. Indeed, if the class is conducted in such a manner as to allow it they generally need no special inducement. The hostile elements may be propitiated more easily by courteous treatment in public debate than by any other means. That which is said plainly by the critic before the very audience that has listened to the objectionable teaching will seldom be said again in the press or elsewhere.

'Secondly, it may be desirable to create in the community at large a more accurate impression of the character of a particular branch of science, or of a particular system of doctrine for which the lecturer is interested in winning wide acceptance. The elements of the science or the main points of the new system are concisely presented in the lectures of the course. But the hearers have not had sufficient time to grasp them thoroughly. The lecturer is aware of this, and knows pretty accurately what points need to be dwelt upon before his point of view will be really gained by the students. The abler members of the class will ask just those questions or state just those objections which furnish proper occasion for the additional discussion. It is surprising with what uniformity the different centres will act in the situation described, and with what assurance the lecturer may count upon hearing the desired questions. The popular class discussion is obviously the one suited to this kind of teaching. The needs of the students are practically identical, and are to be met by a prolongation of the lecture, which, under such circumstances, the class really is, rather than by the introduction, when the lecture is ended, of a radically different method of instruction.

'All this is eminently desirable in its proper place, and we might easily lengthen the list of situations to which the kind of class work under consideration is adapted. But it will be more profitable to examine the function of the class of the second type. It has its own distinct uses, not the least of which is that it gives better opportunity for the University professor to employ, if he

desires, the methods which he uses in his own seminar. Within the University the lecture and the quiz hold their own as approved methods of imparting instruction and testing results, but the most valuable part of the instructor's work is done either in the formally organised seminar or in the informal conferences with students. Here earnest inquiries are put direct to the instructor by the student who wishes to have clearer ideas, and who, by careful self-examination, has determined just where his knowledge is deficient. The impromptu question asked, often from mere idle curiosity, as soon as the lecture is finished, has little significance; but the question asked after careful consideration, it may be after extended investigation, indicates a preparation for the choicest morsels of instruction. Such questions make little display in a popular class. They are a message from soul to soul, and show that a private line of communication between teacher and learner has been, or profitably may be, established.

'The smaller class, in which the lecturer—or teacher as he should be called here—comes to know something of the attainments and needs of each student will become a necessity early in the history of most centres. Only a limited number of persons can be taught by a single lecturer on this plan, but I am not aware that it has ever been necessary to turn away any who really desired to undertake the work which can reasonably be required from students in such a class. Probably where the number of such students is considerably augmented the funds for the support of courses will be augmented also, and the number of class teachers may be increased. It is essential to genuine class work that the number of students for each instructor be very much less than the average number enrolled thus far in the popular class. When University Extension is without local support, and the fee for each student is placed as low as one dollar for a course of six lectures and classes, the number enrolled can scarcely be less than 150, and will usually be greater. If encouraged to do so by an entire absence of any other assigned duty than that of respectful attention, by far the larger part of those sufficiently interested to attend the lectures will remain for class discussion, particularly if the same subjects are discussed in the class as in the lecture of that evening. A certain prestige is gained by the lecturer whose classes are largely attended, and if no attempt is made to do any class work other than that for which the popular class furnishes suitable conditions there is at least no great harm done. But for actual teaching a class of even one hundred is utterly unwieldy, and disappointment surely comes when a lecturer attempts in a class organisation of the popular type to accomplish results similar to those which a teacher placed face to face with a dozen students may hope to accomplish. In the class, if it has a place in the system at all, we may look for educational results distinct from that work of awakening and inspiration which properly belongs to the lecture and its natural appendage the popular class.

'How utterly different are the tactics of the class from those suited to any part of the dealings with the general audience. In both cases questions are asked and answered, but in the former the questions come from students; in the latter from the professional talker. In the first the lecturer must be continually on his guard considering himself rather a party to a forensic struggle than a University lecturer qualified to instruct in his own department of Science. In the smaller class there is no less need for keen discrimination in answer, for accuracy of statement, and of logical form; but there is less to tempt either party into the region of mere dialectics, to put questions that are merely shrewd, and to give answers that serve no other purpose than to enhance the lecturer's reputation for ready repartee. In a word, there is greater inducement to welcome truth from whatever source.

'Lecturers who are on circuit will frequently be able to hold both an afternoon conference for class work, criticism of papers, and personal interviews with students; and after the lecture a popular class discussion of the ordinary type. Nothing in what has been said should be interpreted as adverse to this plan. It brings excellent results, and is the only complete solution of the difficulties inherent in the educational organisation of the local centre. Unfortunately, the limited time which the lecturer who is absorbed in university duties can give to the centre each week

puts this complete solution out of the question in the majority of cases, and it becomes necessary to choose between the two varieties of class, or to take from each for the actual class such features as may seem desirable. There are as yet no traditions of binding force, and in the future development of University Extension we may look for the evolution of a class organisation better adapted to all purposes than any yet used.

'For the present, however, only exceptional conditions will justify the popular class as a complete substitute for the more modest but more effective type. The utility of the one will be exhausted rapidly under normal conditions, while the other will become with every new course more useful to the student and to the community. The smaller class reveals at once the true teacher and the true student, stripping the mask from the pretender in either position. Its tendencies are to bring teacher and pupil nearer together, while the artificial barriers imposed by the presence of an audience, and all the attendant conditions of the popular class, become, in many cases, almost insurmountable.'

EDWARD T. DEVINE.'

University of Pennsylvania,  
May, 1892.

## THE LINK BETWEEN THE UNIVERSITY AND THE SECONDARY SCHOOL.

THE following article, which appeared in the excellent *University Record* of the University of Michigan, vol. ii. 1, will interest those who are considering the best means of connecting the English Universities with the intermediate education of the country. It records an experiment in University Extension. The most striking part of the narrative is the proof it gives of the salutary influence which a University may, if it exerts itself, enjoy over the educational organisations of the community:—

'In his annual report for 1873-4, President Eliot of Harvard used the following language:—

"The University of Michigan, which has no preparatory department, admits graduates of the public schools of Michigan without examination, upon certificates given by the local school-boards. The only check upon the school-boards retained by the University is the annual visit by a committee of the faculty to every public high school in Michigan which desires to use this privilege of sending its graduates to the University without examination. The faculty must be satisfied from the report of this committee that the school is in good condition. All teachers will feel that such a check upon the action of school-boards must necessarily prove ineffective. That the University should have been willing to try so unpromising an experiment proves that the lack of connection between the secondary and the higher instruction in Michigan must have been painfully felt."

'A few years later, in closing a spirited controversy with Professor (now President) C. K. Adams, in the columns of the *Nation*, President Eliot reiterated in effect his poor opinion of the 'Michigan method' as one involving a 'partial surrender of the authority of the University.' At the same time he remarked that only experience could determine whether his opinion or the opposite one were the sounder, and that the next twenty years might or might not furnish that experience.

'It is not yet twenty years since President Eliot wrote these last words (they are to be found in the *Nation* of April 25, 1878), but it is very nearly twenty years since his original opinion was expressed, and more than twenty years since the Michigan 'diploma system,' now so generally adopted in the West as to deserve the name of the American system, was put into operation. It would seem proper therefore to review the question calmly in the light of experience, the more so since Eastern educational writers still take occasion now and then to speak disparagingly of the system.

'We may begin by remarking that there is no sentiment whatever at this University, at least none that ever makes itself heard, in favour of a return to the old method. The members of the

faculty feel that whatever be the defects of the diploma system there are gains which more than counterbalance them. The principal gain has been to strengthen the bond between the University and the high school. President Eliot thought the experiment of twenty years ago a proof that the "lack of connection between the secondary and the higher instruction in Michigan was painfully felt." This is quite correct. It was painfully felt, but it is so no longer. Experience goes to show that voluntary initiative of the University and the schools can make good to a great degree the lack of an authoritative state surveillance of public instruction. The machinery acts slowly, but it acts, as any one will testify who was familiar with educational affairs in Michigan twenty years ago. In many ways the University has been able to exert a salutary influence on the schools, while its own position before the people of the state has been very greatly strengthened by the system. It is not altogether easy to describe these mutual advantages so as to make them appear perfectly clear to one not familiar with all the facts. Suffice it to say the advantages are real and important. The practically unanimous sentiment of high school and university teachers could hardly be mistaken about so simple a matter.

'Of course it is to be frankly admitted that these advantages, even if greater than they are, would be bought too dearly if they involved a lowering of the standard of scholarship. A university bent on making itself popular at the expense of its most sacred charge would be in bad business. Fortunately, therefore, we are able to assert with entire confidence that our diploma system has involved no deterioration of scholarly standards. We cannot here undertake to offer statistical proof of this assertion; indeed the question could hardly be settled by statistics without an elaborate investigation of individual histories. A few years ago the cases of all students conditioned or dropped for incompetence in the freshman year were tabulated for a series of years. The result showed a slight percentage in favour of the diploma students, but had it turned out the other way the fact would not have been conclusive against the Michigan method, unless the difference in favour of students admitted upon examination had been very marked.

'We do not mean to contend that the method in question is free from defect or that it is in all respects and under all circumstances preferable to the system of test examinations. What is claimed is only that upon long and fair trial, it has proved to work well enough so far as the admission of students is concerned, and to subserve incidentally certain highly important ends. If weakness has appeared it has not been where weakness was anticipated by Eastern critics, that is in the want of a check upon the action of local boards. It lies rather in the temptation to which the University authorities are exposed to extend too rapidly a system of whose good effects they are so clearly convinced,—a danger inherent not in the theory of the system but in a defective administration of it. But defects of administration may occur in dealing with entrance examinations.

'So far as theory is concerned it is the simple truth that the creditable completion of a prescribed course of study in a thoroughly good high school is a better guaranty of fitness to take up college work than are the examinations set by the very best of our American colleges or universities. One may grant that a system of examinations might be conceived, perhaps actually operated, such that, if only time enough were given, and if the examiners were selected with sufficient care and did their work with the requisite judgment, the result might afford a better test of preparation for college than would any high school diploma. As things actually are, however, and as examinations are actually conducted, the diploma is the better guaranty. Especially is this the case where the holder of the diploma is also specially recommended to the University by the principal of the school—an extension of the diploma system which is rapidly becoming general in Michigan. That official evidence of having pursued such and such studies for a specified time under competent teachers is the best possible "certificate of ripeness" for higher work, is the theory on which the Germans have long proceeded; and surely the results achieved by their system will compare very favourably with those obtained in England or elsewhere by the system of examinations.'

## HYGIENE AS A SUBJECT FOR COUNTY COUNCIL LECTURES.

By CHARLES H. WADE, M.A., D.P.H., F.L.S.

THE experience already gained in connection with the teaching of science by means of peripatetic lectures delivered under the auspices of various County Councils, goes to show very clearly that an enormous amount of good work is capable of being accomplished by such methods ; and particularly in regard to subjects directly technical in their nature. It is true that so far there has been scarce time enough in which to judge with accuracy how far permanent and valuable results may be anticipated from a continuance of the system at present in force ; but that it is capable of yielding great advantages the reports already presented testify. Much, of course, must depend on the judicious selection of subjects for County Council courses ; and possibly some of the disappointment hitherto expressed owes its origin to errors in this respect. They should above all things be of a kind to interest the largest possible number of persons ; and such, too, as are likely to enable those attending them to derive from them information that will be of some real service to them in the business of life. To this end preference has rightly been given by County Council authorities to lectures on the Chemistry of farming and of every day life ; to Physiology in its relations to every day existence ; and to Hygiene and the Laws of Health. This last subject, especially, is found to attract the earnest attention of people generally, wherever it has formed one of the courses delivered to audiences gathered under the auspices of County Councils. In Devonshire, where I have myself been recently engaged in lecturing on this subject, a very marked amount of most intelligent interest has been shown in the details it has been my duty to describe ; and it has been a source of the greatest encouragement to find that the facts of Physiology in their relation to healthy living are so aptly appreciated by the miscellaneous audiences to whom they have been addressed. Of all the subjects associated under the general head of technical instruction, there is probably none more thoroughly calculated to convey to students information that will be practically useful to them, and available for improving the conditions surrounding their lives. It is unfortunately only too true that at the present time, notwithstanding all the advances made in recent years, the nation as a whole is living in neglect of sanitary laws to an extent that is very grievously affecting the development of the national physique ; and that innumerable lives are annually lost though the action of this cause is clearly shown in many ways. Nor can we hope for any considerable improvement on this state of things until there is a universal awakening among the people to the truth that they are living under unwholesome conditions, and that the remedy is for themselves, mainly, to apply. But it cannot be possible for them to do this until they have been taught to understand the nature of the faults they are daily committing, and the ways in which they are unconsciously but surely outraging the laws of health. In this direction there is a field of labour open to the County Councils of the country in which they may reap a rich and abundant harvest of the best and most enduring kind, but requiring for its husbanding resources that can only be commanded by national organisations such as theirs. The widespread instruction in the principles of Hygiene to which we must look in the future for that general reduction of preventable disease, and its ultimate extinction, which are shown to be possible by the results of modern enquiry and experiment, can only be secured through an agency having at command the means of reaching the people in all parts of the country, and teaching them the truths they need to learn.

That there is a willingness to receive the kind of instruction here referred to among the people who form the audiences in country towns and villages, has already been shown by the success attending the lectures on Hygiene which have been delivered at different County Council centres during the past winter. Papers have been worked on questions set with a view to bring out the evidences of home study, and with the result of proving that there has

been no lack of earnest effort to extend by this means the information gained at the lectures themselves. These latter cannot, of course, pretend to do more than indicate the lines on which such private study should be conducted, while offering also actual illustration, by experiment and otherwise of the points requiring the especial attention of the student. In the direction of practicalness, indeed, Hygiene is peculiarly adapted for technical education courses, for there is everywhere to be found abundant opportunity of applying the principles involved, and also of observing the violations of Nature's laws in the environments of ordinary existence. In every village, and in most considerable towns even, are to be found at every step innumerable evidences of errors of commission, errors of construction, and errors of neglect, in connection with drainage, with water supply, with buildings, and with the arrangements for removing waste. These all afford object lessons of the most important character, and as they are appreciated and their terrible destructiveness to life and health is understood by those who are living amidst them, it will surely result that a widespread and potent demand for their remedy will arise and be met. It was clearly demonstrated at the Oxford conference, and has been insisted on during most of the discussions which have taken place on the working of the technical instruction movement, that the teaching of elementary school teachers ought to be an important part of the work done in connection with the system of lectures. And there can be no question of the truth of this contention ; nor of the equal importance of Hygiene as one of the subjects to be specially set down in the list of those selected for such students. And for this reason, that it is of vital interest to young children that they should be subjected during the years of their early physical development to the healthiest possible influences, and that nothing in their surroundings should be calculated to interfere with this. But it is in schools particularly that Nature's laws are set at defiance, that the principles of ventilation are neglected, that the powers of the body and mind are unconsidered, and that the seeds of future mischief are sown which may hurry into a premature grave a life that might have been saved, to the advantage, and possibly to the happiness, of the country and of the world. Teachers have it in their power to prevent much of the waste that now arises in this direction ; but they cannot be expected to exercise it unless they are first taught the way ; and this is no unimportant part of the work which may fairly be considered to rest on the County Councils to perform, while it is also equally desirable that such knowledge as will conduce to the preservation of health shall be made generally and easily accessible to the people.

## THE UNIVERSITY OF MICHIGAN AND EXTENSION TEACHING.

THE following account of the Extension work, carried on in connection with the University of Michigan, appeared in a recent number of the *Record* of that University :—

'Somewhat more than a year ago, in view of the growing public interest in the movement known as "University Extension," a committee was appointed from the faculty of the Literary Department of this University to inquire into and report upon the general subject. This committee did the work assigned to it, with the result that in November, 1891, the President asked the faculty to take definite action of some kind respecting the matter. He explained that local "extension" societies had been organised or were to be organised here and there, and requests for lecturers from the University had already begun to come in. The subject was discussed at some length. The good effects of the movement in England were pointed out, but the great difference between English and American conditions did not escape notice. The discussion brought out perhaps as many adverse as favourable arguments, but the argument that finally proved to have most weight was the fact that people were evidently becoming interested in the new idea. It was felt that the University could not afford, whatever might be the difficulties in the way, to assume an attitude of indifference

toward an educational movement with aims so obviously worthy.

The result of the conference was an agreement that each officer of instruction be requested to make known to the President what lectures, if any, he would be prepared to give in case he should be called upon, and then that these various answers be combined into a circular of information. The consent of the Regents to the arrangement having been obtained, the circular was issued, and soon various courses of lectures were begun in different parts of the state. We propose to give as a part of the record of the University an outline of these various courses or of so much of each as will suffice to indicate the character of the work done. No attempt will be made to discuss the subject of University Extension as an educational question. Those who have had most to do with it are of the opinion that the time has not come to speak positively of the value of the movement or to attempt to forecast its future.

Two facts of general interest and important bearing may, however, be pointed out. First, there has been no lack of local interest in the lectures. The audiences have as a rule numbered from three to five hundred, and both attendance and attention have been well sustained. Secondly, the audiences have consisted not largely of working men or of persons who have had inferior educational advantages in their early years, but of college graduates, teachers, high school graduates or pupils, and citizens of a studious turn.

## SOME HINTS FOR LOCAL ORGANISERS.

WE have lately received some samples of circulars and tickets issued in connection with a course of lectures in a large town in the North of England, and we give below suggestions based on these, believing that they will be useful in the formation of new centres, and to local committees in towns where no strong organisation exists.

### I. Circular convening Meeting.

#### UNIVERSITY EXTENSION.

A Meeting will be held in the ..... on ..... at ..... in the Chair.

The following resolutions will be proposed :

1. That an Association be formed to be called the University Extension Association to promote the University Extension Scheme in the City of ..... and District.
2. That each Member shall pay a subscription of 10/- or more for each term in which Lectures are given and shall be under no further liability, and shall be entitled to transferable tickets to the full value of the subscription.
3. That the Association meet once a year to elect a Committee and consider the arrangements for the following season.

If the above resolutions are passed a resolution will be submitted appointing a Committee for 1892.

The following proposed arrangements will be submitted for approval :—

(a) For Michaelmas Term 1892 :—A course of [twelve Afternoon] Lectures by ..... on .....

(b) In preparation for the above course :—The formation of a reading circle.

Those who will not be able to attend the Meeting on ..... are requested to fill in, and sign the form below, and to send it to the Hon. Sec., .....

*I am willing to become a Member of the University Extension Association if formed, and to subscribe ..... per term.*

Name

Address

*I wish to join a reading circle to go through a course of reading in preparation for the Lectures of next term.*

Name

Address

They are also requested to give below the names and addresses of any friends who are likely to be interested and of anyone willing to serve on the Committee.

### II. Lecture Bill.

The following, adapted to the special circumstances at the centre, may be issued as a two-page hand-bill, size of page about 10 in. x 8 in.; or as a large bill for posting on notice-boards, &c.

UNIVERSITY EXTENSION.  
[Town]  
On [Tuesday, October 11th, 1892]  
will be commenced  
A COURSE OF [TWELVE WEEKLY] LECTURES  
at the .....  
by .....  
on .....  
.....

The lectures will commence punctually at ..... and last about an hour, after which the

#### ILLUSTRATION BY THE OXYHYDROGEN LIGHT

will take 20 minutes, and the Class as long as requisite.

Tickets for the Course price 10/- (to assistant-teachers and working-men, 2/6) may be had from ..... Fee for the Examination (optional) 2/-

#### SYLLABUS.

[Date]	[Subject]	[Date]	[Subject]
I.		VII.	
II.		VIII.	
III.		IX.	
IV.		X.	
V.		XI.	
VI.		XII.	

The Syllabus, price 3d, will be ready by .....

#### BOOKS.

A list of the books recommended by the Lecturer may be seen at [The Free Library] [The Museum].

During the period covered by the lectures the books may be consulted at .....; or students holding tickets for the course may borrow, for one week, any book in the travelling library.

[Signed]

.....	Chairman.
.....	Hon. Secretary.
.....	Hon. Treasurer.

#### TRAINS.

[Suitable for students living in towns and villages.]

From	Arrival at .....	Leave .....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

## MAY ESSAY COMPETITION.

*Subject:*—‘The Principles of Ventilation as applied to Dwelling-houses.’

*First Prize.*—MISS CONSTANCE MILNE, Albert Square, Bowdon, Cheshire.

*Second Prize.*—MR. A. JOHN GILBERT, 40 Avenue Road, Swindon.

Division I. MISS CONSTANCE MILNE; MR. A. JOHN GILBERT.

Division II. MISS M. I. LEWIS.

The Examiner reports:—

The first essay is clear in matter of principle, and well arranged. The second is rather too dogmatic in character, and exception might well be taken to some of the measures recommended. The third essay deals with details of devices for ventilation, without quite sufficient general treatment of the subject.

## OXFORD SUMMER MEETING

OF

## University Extension Students,

JULY 29—AUGUST 26, 1892.

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## INFORMATION TO CONTRIBUTORS.

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Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).

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## CONTENTS

### Impressions of the Summer Meeting:

- I. From an Old Friend
- II. By a Teacher in an Elementary School
- III. By an American Visitor
- IV. A Working Man's View
- V. Our Oxford Pastoral by Mr. Charles Rowley of Manchester

### Notes on the Work

### An Educational Mission to Dorset

### A French Professor on University Extension

### In Reply to M. Espinas

### Letters to the Editor

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# EXTENSION GAZETTE.

VOL. II. No. 23.]

AUGUST, 1892.

[ONE PENNY.

\* \* The September number will contain the names of all students successful in examinations on courses delivered since the New Year. Special orders for this number should be sent to the Publisher, University Press, Oxford.

## IMPRESSIONS OF THE SUMMER MEETING.

### I. From an old Friend.

THERE are few things more exhilarating and delightful than the arrival at Oxford for the Summer Meeting. Whether we come up for the first time, and are finding that life has indeed unexpected joys to offer us, as we make our first acquaintance with the wonders of Oxford, and realise as never before that history is a living thing, and that beauty is indeed as Michael Angelo said, 'no small thing,' and that universal benevolence is not only a philanthropist's dream but exists here among our band of students; or whether we come up as to a dear and tried friend's presence, and are greeted on all sides by warm welcomes, often finding those whom last year we only knew by sight now claiming us as old friends; however this may be, we are all throwing off the jaded weary feelings with which most of us come up, we are recovering 'tone,' we are drinking in new ideas and fresh inspiration; in a word, we are happy, and happiness of a pure and high kind is a great Educator. For, be it remembered, most of us are very busy people, either as brain-spinners or hand-workers; a very large proportion are teachers; and this year, thanks to the wise action of several County Councils, and the liberality of Mr. Galpin and other private benefactors, many more men are present, and a much larger number are working-men. It seems at first sight strange that busy, often over-worked people, should desire more work rather than rest; but I think two of the hardest burdens which press on many such lives are monotony and intellectual loneliness. Thanks to our national system of education, many teachers are condemned to a life of wearisome routine; constant examinations, 'payment by results,' stereotyped methods, impose an unvarying routine on many; while multiplication of machine-processes in trade and agriculture, and subdivision of labour, make the lives of the industrial classes terribly mechanical. To many, monotony is the hardest of trials; and what such persons need before they *can* rest is stimulus, fresh interests, congenial companionship; they need in a word, not opiates, but tonics.

And this year, what a wonderful Period we are studying; and what more appropriate to Extension students? For are not we too enjoying a Renaissance? is not our nation awaking to a new sense of life? In his inaugural address, Mr. Addington Symonds reminded us that the Renaissance meant conscious frank enjoyment of life, the world attained as it were its majority, and entered on its inheritance. Are not we too in this generation, finding that life is fuller, fairer, fraught with wider possibilities? And may we not hope that in one sense our Renaissance is better? The former one was an awakening to *self-consciousness*; are we not slowly awakening to a deeper consciousness of the needs of others? If the fifteenth century meant realisation of the pleasures of life, does not the nineteenth show us its responsibilities? There has surely never been a time when classes hitherto separated, have more honestly tried to come together, and understand one another; and in such noble efforts surely University Extension has been one of the foremost workers.

We do not hear much now of the old scoff of 'the

educational picnic,' or 'intellectual debauch'; in truth nothing is cheaper or easier than a sneer, while to *understand* such a sight as the Oxford Meeting demands not only thought, but sympathy and insight. It may be freely conceded that the steady work is done during the last three weeks in libraries and laboratories, in class work, with patient and experienced teachers; but the first part of the meeting has also its educational value; to many it supplies mental stimulus which lasts them a whole year; and I cannot but think that the social side has a great value in educating the heart as well as the mind. We exchange experiences; we learn that our difficulties are shared by others; the painful sense of isolation is lost, we are units still, but parts of a great body; for year by year the corporate spirit of Extension grows and deepens.

Of individual lectures it is almost too early to speak yet; but to many Mr. Moulton has brought not only new thoughts, but new methods of thought which can be worked out at home; and none can have listened to Mr. Hudson Shaw's biographical sketches of Erasmus and Luther without having learnt how human sympathy and strict impartiality may go hand in hand in the study of history. Mr. Pater, too, has shown us, as few others could, the power and charm of rare artistic expression of thought; and the lesson that Raffaele the artist owed his chief power to Raffaele the scholar will not be lost on many. And even to those who are ignorant of the mysteries of Natural Science, such a lecture as Prof. Burdon Sanderson's on 'Protoplasm and Organism' will have given a new sense of the mysterious beauty of physical life, and will have stirred in many a desire to touch the fringe of that great subject of human study, Biology.

But perhaps few impressions will remain with us more vividly than those of the Conference on University Extension and Working Men. We *cannot* listen unmoved to such burning words as those of Mr. Tom Mann, Mr. Hudson Shaw, and some others who spoke. It surely gives us a sense of hope in what often looks to us the seething chaos of the Labour Problem, to hear such straightforward manly words as those of Mr. Mann. There is no cut-and-dried panacea proposed, no revolutionary desire to overturn everything in the hope that order will be found ready to rise from the ruins; but rather a patient sense that time, and thought, and study are needed, and a quite pathetic and constantly reiterated cry for education as a means to knowledge. And Mr. Sadler pertinently asks 'Has not the time come when our special efforts should be directed towards bringing Higher Education to our brethren of the industrial classes?' By using all possible influence with public bodies, by more efficient organisation; but chiefly by more strenuous personal work we must tackle the problem. Many of the working-men are ready, witness the missionary work of the miner who told us at the conference how, having last year come up alone, he had gone home to stimulate a little band of twenty other miners to form a Reading Circle, of whom four have this year accompanied him to Oxford. And where the working-men are not consciously ready for this Higher Education, we must stir up the desire. Matthew Arnold has told us that: 'The difficulty for Democracy is how to find and keep high ideals'; can we not help in this work? we *can*, and therefore we *must*; freely we have received, freely let us give.

J. D. M.

## II. By a Teacher in an Elementary School, holding a County Council Exhibition.

As my visit has, at present, only been of short duration, I am scarcely prepared to enter fully into the value likely to be attached to it by students in general, and elementary teachers in particular, but I may enumerate the impressions I have already received, and these I have no doubt will be considerably strengthened as time progresses. It is in the character of an elementary teacher, and as one who was fortunate enough to gain an exhibition offered by a County Council in the South of England, that my few observations are made.

Many will no doubt agree with me, others may differ. To speak of the advantages to be derived from a month's residence in this ancient University City, in the first place : I think it will have a most refining influence on teachers by bringing them into social intercourse not only with one another but also with persons of higher culture. It will, also, undoubtedly have a power in drawing them from the narrow grooves of life and society in which many of them had previously existed, and thus widen their views in general.

I cannot conceive any man or woman who will not recall this visit with the most pleasurable sensations and feelings ; one cannot possibly see the magnificent Cathedral, Churches, and Colleges, and become acquainted with their historical associations, without being led to take a new and more permanent interest in what before only existed in his mind in a vague form.

Again, I may say, teachers have now been asked to express their views on Educational matters, and such views instead of being sneered at, as probably would have been the case a few years ago, have now been welcomed. This exchange of views must tend to bring elementary education more in touch with that of the University, and assist in bridging the gulf which now exists between them. If this should lead in future to a better organisation of the secondary schools, and to the establishment of graded schools, I see no reason why the clever child in our elementary schools, by the assistance of Exhibitions, Scholarships, &c., may not ultimately rise from the lowest to the highest round in the educational ladder, and finish his education either at Oxford or Cambridge. To me one of the most pleasing points to be noticed in connection with this University Extension Movement is, that Teachers have at last been recognised as worthy of encouragement, that efforts have been made by most of the County Councils through peripatetic Lecturers, to give them the means of self-improvement in the sciences, &c., and also that the Universities have held out the helping hand, and by inviting them to a month's residence have brought them in contact with men and women of the highest culture. This cannot fail in the majority of cases to have a lasting effect on their future career.

I may add that at first I was rather diffident in accepting the Exhibition offered me by the County Council. I had formed an idea that the lectures would be dry and uninteresting, and that, although they might be given by able men, they would be tuned to such a pitch as to be almost unintelligible. I think all teachers will agree with me that my fears were groundless, and that on the contrary all lectures have been given in the most lucid manner. The illustrations accompanying them have been of the most excellent character. For example, I might especially mention those of Mr. Mackinder, Mr. Burch, and Professor Sanderson. With regard to the teachers sent up by the County Councils for special instruction in the various sciences, a grand opportunity has been given them of acquiring that intimate acquaintance with their several subjects so essential in preparing them to become efficient teachers in the Continuation Schools, which seem likely to be soon established by County Councils.

I cannot conclude these remarks without a word of commendation for the punctuality and affability of the lecturers, and also for the great kindness by all the various officials connected with this great movement.

My impression of the Conference meetings is that they are calculated to do immense good by ventilating subjects of vast importance. If means could be devised to check

the movements of persons in and out of the room during the speeches, I am sure it would prevent much annoyance to the speakers, and at the same time conduce to the success of the meetings. Is it not possible to close the doors five minutes after the appointed time to commence, as is done at Lectures ? After the expiration of an hour the doors might be opened at intervals to allow egress to those who wish to go elsewhere.

JOSEPH PARRY.

## III. By an American Visitor.

A FOREIGNER<sup>1</sup>, who knows England and the English but imperfectly, who has never seen Oxford at all, and whose experience of University Extension is limited to one year's work, can have, during the first day or two of attendance upon the Summer Meeting, only the most confused impressions. But if he studies carefully the character of the lectures, the audiences, their composition, the eager interest of the working-people who are present, the enthusiastic and yet cautious spirit of the elementary teachers, the zeal of the visiting secretaries, and above all the devotion of the delegates and lecturers, he is sure to find after a short time that from his confusion certain very distinct and definite convictions are emerging. He sees, first of all, that this Extension movement in England is a thoroughly genuine thing ; that it has sprung from real needs, and is satisfying them ; that it is engineered, not 'by boys for the benefit of young ladies,' but by keen-sighted and far-sighted men and women, for the benefit of all persons who need and desire growth and expansion of any worthy kind. In short, the stranger is soon convinced that all the claims which the friends of University Extension have made for it, in respect of its soundness, are well grounded. He sees that it is a strong movement, beyond a doubt, and, unless all signs fail, is bound to be a permanent one.

As the days go by he finds impressions of a more detailed and specific nature gradually forming within him. It becomes clear to him, for instance, that the movement not only has a vital idea underlying it, but has also developed an exceedingly good machinery for carrying that idea into effect. It is plain to him that the lecturers have learned to do something more than arouse and stimulate and guide ; that they have discovered how to combine those important duties with pure teaching of the most skilful kind, thus developing an almost new and extremely effective pedagogic method. One sees too that some at any rate of the hearers also have learned from Extension work—for in many cases it cannot have been learned in any other way—a valuable and difficult lesson ; namely, how to study well. One cannot watch them, and their use of the syllabus, and their note-taking, without coming to that conclusion.

But these are all rather general views. One should say something of the Meeting itself, quite apart from the light which it throws upon the movement as a whole. The first thought, of course, in such connection, is that it is altogether delightful. The next is that its list of lecturers and lectures affords such an unexampled opportunity for studying a great subject from many points of view and in the pleasantest way, that one cannot wonder in the least that so many hundreds of persons have gathered here to enjoy it, a large number of them doubtless at the cost of great inconvenience and an expense not easily borne.

No sooner, however, have these feelings been put into words than the expression of them begins to seem a little patronising. Such things should be allowed to go without saying. One would know that a summer in Oxford would prove very pleasant, and that a course of lectures by the best Extension teachers would be extremely profitable. Comment should be reserved for that which could not have been so easily foreseen. For after all the really noteworthy and surprising thing is the thoroughly democratic spirit that prevails everywhere throughout the Meeting. The visitor soon discovers that he may here behold one, by no means unimportant, phase of the great

<sup>1</sup> May the Editor interpose and say that we look on Americans, not as foreigners, but as cousins?

levelling process—the process of levelling up—that seems to be the appointed work of the present age.

The views that have so far been stated are all of a favourable nature. Something should be said, if possible, upon the other side. But it is difficult to name a single feature with which one can in fairness find fault. If anything were to be singled out for that purpose, it would perhaps be the over-eagerness of certain students; the tendency to try for too many lectures, for more than can be assimilated. Then, again, it is perhaps doubtful whether all who are here have made a strong effort to gain beforehand such a general knowledge of the period under consideration, as might enable them to arrange and co-ordinate properly all that they are learning now so rapidly.

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#### IV. A Working Man's View.

IT is a pleasing and a satisfactory feature of our time, and one which inspires with hope for the future, that our great Universities recognize the fact that they are National Institutions, with national responsibilities and duties. Still more so is it to note that with such recognition comes the strenuous endeavour to meet those responsibilities and fulfil those duties. The ostensible object of the University has always been to encourage learning and to stimulate study, but for too long that encouragement and that stimulus have been limited and confined. A larger spirit now happily manifests itself in the University Extension movement. That movement may be regarded as the expression of a desire and an effort to extend, wide as the nation, the benefits of a larger, a fuller, and a more complete system of education. In other words, its declared object is to take the 'University to those people who cannot go to the University.' There has, perhaps, never been a period in our national history when such a movement would have been better timed than the present. At a time when governments, local and central, are busy giving effect to free and compulsory elementary instruction, and when other organisations are seeking to promote the scientific and technical side of education, it is refreshing indeed to hear the gospel of the Universities proclaiming the need of something above and beyond all that. The requirements of the merchant and the craftsman may be satisfied in the three Rs and a technical training; but there is a mind and soul in man that demands something more, there is need of the merchant and the craftsman, but the citizen is a greater necessity. The tendency of the age is to the acquisition of power. The future is fraught with difficulty and danger if that acquisition of power be unaccompanied by the knowledge of its use. Bacon it is said, alarmed at the tremendous importance of gunpowder, withheld for some time the knowledge of its discovery. When asked to estimate the strategical importance of certain movements of the contending forces in the great American Civil War, the late Von Moltke is said to have replied that he did not concern himself with the 'operations of armed mobs.' It is unwise to despise undisciplined or unorganised energy. Words of higher wisdom fell from the lips of an Oxford Master only a few days ago, 'You cannot,' he said, 'stop a torrent, you can only go with it and attempt to guide it.' Throughout our country we may note the energy of our rivers and our streams, alarming in times of flood, running waste towards the ocean. Only here and there is that energy directed to the mill-wheel or dammed in reservoirs for conversion into steam. In the mass of the nation there are vast forces of intellect at work. The growing power of the people must be accompanied with a corresponding growth of the knowledge how to rightly use that newly enlarged power. It will be the work, *is* the work, of University Extension to give this needed knowledge. Already the little leaven is beginning to raise the mass.

During Term time University influences are operating upon the mind of the country, correcting, as in the case of the writer, the errors of a defective, or an absence of an early education, guiding in every centre the forces of thought, and enabling students everywhere to attain a higher plane of life. The lives of such students, made better and happier in this way, exert in a thousand directions an influence upon their surroundings. There

is an intellectual atmosphere which, cleansed and purified by University Extension work, brings about healthier and happier conditions of life. But that is not all. There are moral influences at work through University Extension that tend to ennoble and beautify life. Think of the men made in Oxford. Think of More, of Colet, of Wyclif, of Wesley, of Locke, of Canning, of Peel, of Shaftesbury, of Gladstone, of Ruskin, and of a thousand besides, and the influences their lives have had upon England, upon the world. It is impossible to come in touch with the scenes of their early lives, and not to be profoundly impressed by those hallowed surroundings. The University could do no better thing during the vacation than to open its gates to the eager crowd of Extension Students knocking there for admission to some of the advantages of contact with University influence.

It is in this way Extension appears to work. It is guiding thought into better ways, and better thoughts prompt nobler actions; larger views, wider sympathies, deeper insight are the results of University instruction.

H.

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#### V. Our Oxford Pastoral.

By CHARLES ROWLEY OF MANCHESTER.

OXFORD residents, or those who live in the County proper, cannot be expected to understand the value of our annual visit to the Summer Meeting to the likes of us from Manchester. Twenty-two of us from the busy black city feel more than grateful for the opportunity of staying at Keble, though it would be sheer hypocrisy if we did not express our desire for a taste of the bliss of St. John's, or some of the ancient glories of the city we have come to revere. It is bad form to gush, but those of us who are emotional can hardly curb that impulse, and we come home with a feeling that we have not thanked everybody sufficiently. This has been our crowning Summer Meeting. To those, like myself, who know what an amount of preparatory work goes to the making of a smooth success, one can say that the immense labour and forethought of the past, accounts for the pleasant and easy going success of the present. The Lectures have also been singularly able and interesting. Their effect on amateurs and students, such as we reckon ourselves to be, will be gratefully remembered and valued. The men and women of our Ancoats' Brotherhood for instance, hard workers on what I flippantly call the cinder heap, will feel in their more or less grim workshops and offices many a bright, cheery spot as they recall their too brief experiences at the dearest of English cities. To touch a tree without dirtying one's hands is something, but to see the wealth of ordered foliage encircling so much that fills one with the deepest emotion is sometimes too much for us. We are a somewhat inarticulate lot, and the lecturers, many of whom we know, interpret our dumb instincts on many things. But our eloquent silence in some of the quads and gardens, and our unexpressed delight before our friend William Morris's tapestry in Exeter College Chapel for instance, would show, if we could state them, what a visit like this means to men whose main education has been in the workshop. None the less pleasant is the meeting with old friends and teachers, the confabs in our rooms, the harmonious gatherings after the day is darkening down. If education means as Milton said, 'that which enables us to perform justly, skilfully, and magnanimously all the offices, public and private, of peace and war,' we feel that we have been helped along that road.

Our musings on the river, and in the parks and glades, alone, or with chums, have also had their value—

It is not idleness to steep the soul  
In nature's beauty: rather every day  
We are idle letting beauteous things go by  
Unheeded, or scarce perceived. We cannot dream  
Too deeply, nor o'erprize the mood of love,  
When it comes on us strongly, and the hour  
Is ripe for thought.

Let me then have the privilege of thanking those who have helped us, and none the less the glorious city almost endeared to us as much as if it were a personality.

## NOTES ON THE WORK.

Educational  
Enterprise  
among  
Miners.

An Exhibition consisting of various kinds of scientific apparatus, a collection of electrical instruments illustrating the development of the Science from its discovery to the present time; models, curiosities and pictures supplemented by a series of entertainments was held in the Backworth Board School from the 8th to the 16th July. This is the latest device of a few education-loving Backworth pitmen (who are surprisingly in earnest in their efforts against all odds to raise the money for courses of University Extension Lectures), to replenish the resources of a failing exchequer. Not the least interesting feature of the Exhibition was the experiments by University Extension and other students—experiments many of which had been worked out in a little wooden shed with scarcely more than elbow room, a place that serves as a laboratory and workshop for two or three zealous miners, who, if they have gained much from the Extension movement, are ever ready to give of their best. The first of these Exhibitions, held three or four years ago, realised £49. The results of the present Exhibition will probably more than justify anticipations.

The  
Cambridge  
Summer  
Meeting.

The programme of the Vacation Course of Study at Cambridge, which lasts from July 26 to August 20, promises regular courses of lectures on history, literature, science and other subjects. Dr. Lawrence, who is in general superintendence of the courses of study, is himself lecturing on 'The Revival of Parliament,' and Mr. E. J. Mathew is delivering ten lectures on English Essayists. Classical subjects are represented by lectures on 'Greek Sculpture,' by Professor Webb on 'Pindar,' and by other lectures. Professor Gwatkin and Mr. Berry will deliver single lectures, and courses of practical work in Chemistry, Geology, Physiology, Electricity have been arranged in the University and other laboratories throughout the whole period of study. The students were received on July 26 by the Deputy Vice-Chancellor, and an address given by Mr. J. Stuart, M.P.; and they are allowed the limited use of the University Library and Observatory, other libraries being also open to them. On August 20 the scholars sent up by the Technical Instruction Committee of the County Councils arrive at Cambridge for scientific study. One hundred and fifty are expected.

We notice with pleasure that the University Extension Committee at Exeter has arranged a sequence of six courses of lectures on various scientific subjects, with the view of furthering and systematising Technical Education. The Town Council has voted a grant in order to carry out this scheme. The first course of lectures will be given by Mr. H. L. Callendar, of Cambridge, on 'Electricity.' We are glad to see that the lectures will be supplemented by the holding of a weekly class for elementary and practical work, and that special preference is to be given to elementary teachers and artizans. It is no litt'e credit to the Exeter committee to have organised these continuous courses of practical instruction, and especial thanks are due to their secretary, Miss Montgomery, by whose untiring energy and enthusiasm this scheme has been largely worked out.

We understand that Mr. W. W. Fisher, M.A., one of the Oxford Delegates for University Extension, is about to visit Exeter at the invitation of the City Council in order to report to them on the existing facilities for scientific education in that place, and to suggest means for further development. This is a new and significant departure in University Extension.

For some years past, an anonymous gift of £25 has been annually sent to the Lecturers' Reserve Fund. In the hope that these words may meet the donor's eye, we desire to express our gratitude for this welcome and thoughtful liberality.

Mr. Blackwell (50 Broad Street, Oxford) has just published the interesting lecture on Charles Kingsley, delivered by Mr. J. A. R. Marriott at Chester on April 4, 1892. Charles Kingsley's old friend, Mr. Thomas Hughes, contributes a prefatory note which commends Mr. Marriott's lecture as 'thoroughly trustworthy and sympathetic.'

Chautauqua has had a 'University Extension Week,' from July 18-23. There was a conference, of which we shall doubtless hear more. Mr. Melvil Dewey and Dr. Harper were announced as going to take part in it. Mr. Owen Seaman of the Durham College of Science, represented the English branch of the Extension movement.

At the Extension courses delivered last winter in the hall of the Association Local Centre in Philadelphia, an average attendance was recorded of 2727 persons. The courses comprised 63 lectures, and 1922 students attended the classes.

## SUMMER MEETING NOTES.

The *Manchester Guardian* (a paper which has always shown great interest in and kindly feeling towards the Extension Movement) had on July 26 a short leading article on the Summer Meeting, which important branch of the Extension Movement it remarks is no longer in its experimental stage. It is interesting to notice the two points in the arrangements made for this year which have attracted the friendly criticism of the writer of the article. Objection is made to the division of the Meeting into two parts, and also to the inclusion of science classes in the programme. In answer to these objections it is perhaps enough to point out that many persons, who attend one or other parts of the Meeting, but cannot stay for the whole month, would lose all idea of completeness and unity in their studies, if they were only present at a half or so of courses of lectures which lasted through a whole month. By the present arrangement each portion of the Meeting provides a complete subject for study in itself, and at the same time the unity of the whole is not in any sense sacrificed to that of either part, since the lectures given in Part II merely are an amplification and expansion of those delivered during Part I. As a matter of fact too the distinction between the two parts of the Meeting seems to be lessening rapidly. Each year more students stay up for the later part of the month, and especially is this the case this present Meeting.

Criticisms  
on the  
Summer  
Meeting.

The science courses and classes, to which objection is also made, are of especial value as continuing the work that is being done throughout the country in this subject. In this matter Oxford has especial advantages to offer to those who have no laboratories at home. Practical and experimental work is possible, owing to the existence of the University Laboratories, and the guidance of skilled teachers is available. But perhaps the most satisfactory reply to the objection is the fact that many persons each year attend the courses of scientific instruction, and thereby show the usefulness and value of the teaching which is there provided.

Professor Burdon Sanderson has kindly contributed £3 towards the expenses of the Biological Course. The Delegates are under great obligation to the Professor for his courtesy in giving facilities in his laboratory for the biological students, and for his advice and guidance in the framing of their course of study.

The Rev. Dr. Bright, Canon of Christ Church and Professor of Ecclesiastical History in the University, will kindly give three lectures on Early Church History on Aug. 22, 23, and 24, at 9 a.m. The lectures will be delivered in the Chapter House, Christ Church.

The Rev. W. Lock's lectures on St. Paul's Epistle to the Ephesians will be delivered at 9 a.m. on Aug. 10, 11, 12, 13, 15, 16, in Balliol College Hall.

Dr. E. B. Tylor has kindly given £10 for Scholarships for the Summer Meeting.

We understand that an Oxford friend of University Extension has given £10 to the Morley Memorial College, £10 to the Co-operative Union, £5 to Toynbee Hall, and £5 to the Severn Street (Birmingham) centre of University Extension Teaching to enable students, who would not otherwise be able to afford it, to be present at the Oxford Summer Meeting.

Thanks are due to several students and friends who have enabled us to send £5 to the Isle of Man teachers, mentioned in a previous issue as desirous of attending the Summer Meeting.

The following local secretaries are present at the Summer Meeting, and will receive, from other local secretaries who are unable to attend, the names of students who wish to be brought into friendly relations with some among their fellows :—

Miss KATHLEEN MARTIN, Edensor, Chesterfield (Secretary at Bakewell).

Miss M. L. BASDEN, 21 The Drive, Brighton West (one of the Secretaries at Brighton).

Mrs. ROTHWELL, Limefield, Bury (one of the Secretaries at Bury).

Miss KITCHENER, the High School, Bury (one of the Secretaries at Bury).

Miss PHOEBE TIMMINS, Clad Hill Cottage, Edgbaston (Secretary at Edgbaston).

Miss MONTGOMERY, 10 Baring Crescent, Exeter (Secretary at Exeter).

Miss L. A. PARKINSON, Yewbarrow House, Grange-over-Sands, Carnforth (one of the Secretaries at Grange-over-Sands).

Miss EMILY DALE, 27 Parish Ghyll, Ilkley (one of the Secretaries at Ilkley).

Miss SNOWDON, Riddings Road, Ilkley (one of the Secretaries at Ilkley).

Miss KATE E. COLMAN, Bridge Street, Peterborough (Secretary at Peterborough).

Miss C. HELEN SCOTT, Ashfield, Skipton in Craven (one of the Secretaries at Skipton).

Miss A. E. RUEGG, Castle Bank, Stroud (Secretary at Stroud).

## AN EDUCATIONAL MISSION TO DORSET.

READERS of the *Gazette* will not have forgotten the munificent gift of Mr. Dixon-Galpin to University Extension in Dorset. A thousand pounds was invested by him in the hands of Trustees, of which the interest (sixty pounds) is to be devoted to scholarships, open to *bona fide* inhabitants of the county, at Oxford or Cambridge for the 'Summer Meetings' at those Universities. The County Council of Dorset set aside a similar amount to be applied to the same purpose, and thus there are now in Dorset six scholarships of £10 and twelve of £5 each to be competed for by University Extension students.

Being desirous that the advantages thus offered should be known as generally as possible throughout the county, an application was made to the Oxford Delegates to provide an educational missioner who should spend a fortnight or three weeks in Dorset, and should devote his

time to stimulate interest in University Extension work, to arouse enthusiasm, and, if possible, create additional centres to those already in existence.

Mr. Galpin took upon himself the whole charge of this experiment.

It is by no means my intention to put before the readers of the *Gazette* an official report of this mission which was entrusted to me. Such a report has of course already been forwarded to the proper quarters, but a visit of such a character could scarcely fail to produce some incidents and experiences which could scarcely be embodied in an official report, but which may yet be productive of some interest and amusement in those who are interested in the progress of our work and in education generally.

I was told in London before I started, and in Dorchester as soon as I arrived, that my visit was ill-timed. Dorsetshire was at the time (beginning of June) in a state of violent excitement. This excitement was centred upon two objects. 1. The General Election. 2. The working of the Technical Instruction Act in the County. Few people would talk of anything but politics, and those who would had no thought for education unless it was technical. I am not sure that I did not find my advantage in this condition of things; first there was such a mass of enthusiasm flying about that I think many people were glad of an additional object on which to lavish their superfluity of it, and secondly, enlisting myself for the nonce under the banner of Technical Education, I was frequently able to secure a hearing before being found out. I had to rely upon such arts as I possessed to make good the position when once I had captured it.

The difficulties which met me were of the kind one meets everywhere—apathy and indifference to higher education—difficulties from those sunderings of society and social heart-burnings with which we are familiar elsewhere than in the provinces, and a certain amount of down-right antagonism to any education for the people at all. I was staggered one day, when sitting at lunch with the excellent rector of X . . . by a lady opposite who assailed me, in a tone of great animation, with the remark, 'Why don't you teach them to sew on buttons?'—and we were kept alive during the rest of the meal by a lively diatribe against that 'insane mania for education which was ruining our village folk, destroying our servants as such, and was generally bringing about the disruption of society—red ruin and the breaking up of laws.'

I sympathised heartily with the desire that there should be people to sew on buttons, and indeed I felt that if ever there was a time for temporising it had now come; and, as after all the chief objections raised were against the introduction of drawing as a subject into our elementary schools, I felt that I might well leave the defence in the hands of my host, who, as manager of the schools in the town, was most concerned in supporting the curriculum adopted.

But here, perhaps, I may say a word upon this very subject—the teaching of drawing in the elementary schools—for what I learned about the matter in Dorset was to me very interesting.

Wherever possible, I went over the elementary schools and had conversations with the teachers and managers. There was not one individual, possessed of any practical experience whatever, who did not hail the drawing class as one of the most successful experiments ever made in education. All agreed that to such trades as that of carpenter, plumber, &c., this addition would be most valuable, and indeed proof positive was in some cases afforded me that even now 'tangible advantages,' i.e. capable of being expressed in £ s. d., had resulted to some from their drawing lessons. At Lyme, where the Rev. C. Myers took me over the admirable elementary schools which have been recently erected, largely owing to his own liberality and public spirit, I saw some plans (ship-building) and models which astonished me, and all the knowledge of draftsmanship which they displayed had been acquired at the elementary schools. I will venture to say that the boy who drew the plans to which I refer is a more valuable member to the community by several shillings a week than he would have been ten years ago before drawing was introduced into the code. From

what I learned even in one county in the course of a week or two I should be inclined to go even further. I should be inclined to add wood-carving, and graduated art classes up to an advanced standard, into the ordinary time-table of our elementary schools. From what the Schools of Art—for the most part unendowed private ventures, and fee-taking institutions—have already done, we may judge of what can be done if their principles of work are largely extended. Fifty years ago all our patterns for art furniture, for wall papers, for decorative purposes generally, came from abroad, chiefly from France. English workmen had to learn from foreign teachers. Had you gone to Messrs. Maple fifty years ago (or the then existing equivalent for that establishment), it was ten chances to one that the design of the chair or wall paper you bought was of foreign device. It is now at least an even chance that the design will be English, and I was informed by one who had good reasons for his opinion that this was largely due to the Art Schools. At a time when there are more hands than there are trades to employ them, it is true patriotism—it is the true function of government—to provide new industries to which our people are adapted (or may easily adapt themselves) to replace those in which we cannot profitably compete.

Why should not wood-carving as an industrial art be to England all that the production of lace or silk has been to France?

I am afraid I ought to apologise for this long digression—except that it is not in truth a digression, but entirely germane to my purpose of stating some of the impressions which my Dorset visit made on me. I hasten now to speak of the county itself, the beauties of its scenery both on the coast and inland, and the many natural and artificial features which distinguish it pre-eminently among English counties. All of these things associated themselves in my mind with the work of education there which I had on hand, and I seemed to myself to see an educational connection between the locality and the instruction which would be most fitted to it. Dorset can boast of the Chesil Beach—of Portland with its fossil trees and a geological formation which takes us back ‘to Chaos and Old Night’—of the Lias Cliff of Charmouth and Lyme. In history the men of Dorset should remember with pride the deeds of her sons at the Armada, and their devotion at the time of Monmouth’s rebellion—while even as we tread at Maiden Newton—at Hodd Hill—at Dorchester—at Wareham—indeed everywhere we can see the contours of Roman, Saxon, or Ancient Briton encampments, and the ‘barrows’ of the Downs, where lie the dead of centuries and centuries ago.

It was melancholy to me to think that nature and accident had thus opened out a book teeming with interest, the very alphabet of which was as yet for the most part unlearned—and I could not help thinking that our work of University Extension would gain a readier acceptance, were local conditions made a speciality in the hands of skilled lecturers from the University centres.

Fortunately for the county there exist some who yield to none in their appreciation of their almost unique distinctions. The Dorchester County Museum is one of the best collections, out of London, I have ever seen. Its curator is a man of singular enthusiasm and knowledge. The fame of General Pitt Rivers as an antiquary sheds a lustre far beyond the boundaries of the county, and at Blandford I was shown a collection of antiquarian remains which has an interesting history. The history is this. The Roman encampment of Hodd Hill—now the private property of an enthusiastic antiquary, Sir Talbot Baker—came some years ago under the plough. Urn after urn, swords, arrow-heads, and pottery galore were exposed to the surface, and several were destroyed. Mr. Durden, a grocer at Blandford, heard what was going on; he let it be known that he would give a fair price for objects of interest brought to him, and from Hodd Hill he formed the nucleus of a collection of Roman, Saxon, and British remains which he estimated to be of the value of £1600.

This collection has been purchased by the British Museum, and since I was in the county it has left Dorset for London. Its sale was negotiated before I arrived. Surely the people of Dorset should never have let it go.

For want of a comparatively small sum the county museum has lost a treasure, and London, from an educational point of view, has gained but little.

It might have been the happy fortune of a well-applied University Extension system to have saved the county from what I cannot help thinking is a stigma cast upon it, and to have implanted generally in the minds of the inhabitants an appreciation of their local treasures which is now chiefly conspicuous by its absence. Culture confined to the few is all very well, but culture enjoyed by the many would have saved, without appreciable effort, the Durden Collection to the county.

In one delightful locality I noticed that a gentleman of unbounded energy and ardent love of natural phenomena, had laid out a great estate in a characteristic if somewhat peculiar manner. After compelling the rocks and even the waves to do his will, he has recorded his unbounded admiration for the scene before him upon the very face of the cliffs. ‘Stop here and read great Nature’s open book,’ I found engraved, amid many other useful items of information and instruction, upon one of the wildest crags composing a grand scene of picturesque desolation. I heard criticisms—not always favourable—as to the taste displayed by these calls to attention. For my part, I was more ready to welcome the appreciation than to censure the method of its expression.

The Dorset people are easy enough to work upon. They want to be worked. I was amused by an apparent air of ‘know-nothingness’ and indifference, when I found it coupled with a natural shrewdness and common-sense which brought the Scotch to my mind. I went one day to a little country town—it was scarcely more than a village, where I was told arrangements had been made to receive me. I confess I grudged going there, for I expected no results; and on my arrival I found that the meeting had not been very well advertised and that blank ignorance prevailed on the subject of Extension work. I thought my time would have been much better spent at some larger town which I was thus compelled to neglect. However when 8 o’clock arrived, we went down to the school-room and to my surprise it was fairly full. By ten minutes past eight it was crowded in every corner. A lecture on the ‘Spanish Armada’ had been announced with lantern illustrations—a little device I often used to season my expositions and exhortations about the movement. While the light was fading I explained our systems, and urged the formation of a centre, and when about 9.45 the lecture was over I was electrified by the whole audience bursting out into the inconsequential, but most hearty, singing of ‘God save the Queen.’ When that meeting was asked if they would support a centre if it was established, every hand in the room—two to each person—was raised in assent. Dorsetshire people, as I said, are easily worked; but they want somebody to go down and work them.

And here, of course, I would introduce a point which was strongly borne in upon me, viz., that our work requires local organisation from the central offices. We want organising secretaries for the counties. I believe half a dozen such organising secretaries from each University would double our field of action. People, when they are asked to start and support a movement, which is covered by the prestige attaching to the names of our great Universities, like to have a representative of the Universities among them. His presence seems in a way to bring the Universities to the people. It may be absurd, but it seems to me that it is so. Such organising Secretaries would not supplant the local secretaries. They would supplement them, assist them, and bring cohesion to the work generally, over a considerable area of country. The Secretaries at Oxford and Cambridge cannot multiply themselves indefinitely. They do almost more than they can, and they must be aware, from the flutter which their presence causes when they do go down to any centre, of what possibilities might be realised if only the process of self-multiplication were possible. But the subject is a large one, and the element of expense, as usual, largely enters into it. Perhaps the project may meet with further consideration sometime in the pages of the *Gazette*.

E. L. S. HORSBURGH.

## A FRENCH PROFESSOR ON UNIVERSITY EXTENSION.

THERE has recently been published in Paris an important appreciation of the University Extension movement in Great Britain and America. The author is M. A. Espinas, Professor of Philosophy in the University of Bordeaux, whose acquaintance many of our readers had the pleasure of making at the last Oxford Summer Meeting. M. Espinas, who was sent over by the French Government to study the aims and methods of University Extension, has produced a report which contains, if not the most brilliant description, certainly some of the weightiest criticism of our work. In another column, the chief of his arguments are examined and reviewed. We here reprint a few of the more salient passages of his articles.

'Le mouvement d'*extension* des Universités en Angleterre est un fait historique de quelque portée qui se lie à l'évolution sociale et politique accomplie par le peuple anglais pendant le long règne pacifique de la reine Victoria. Il a produit une puissante institution entièrement due à l'initiative privée, institution qui après avoir pénétré les classes moyennes, pousse ses ramifications dans les couches profondes de la démocratie à travers les quartiers misérables des grandes villes et jusqu'aux villages les plus reculés des régions agricoles ou minières, qui rallie à la poursuite d'un but patriotique commun les efforts d'une élite de savants et de croyants de toutes les églises, même de l'église positiviste, qui attire depuis quelques années l'attention des pouvoirs publics et vient enfin de recevoir, mais indirectement, l'appui de l'État. Nous allons étudier sa rapide formation, sa structure et son fonctionnement ; nous en admirerons, sinon l'idée maîtresse, du moins l'exécution et le détail ; mais nous n'oublierons pas un instant qu'il s'agit d'une institution anglaise, née d'un régime général d'instruction et d'éducation, d'une situation économique et sociale, d'un ensemble de mœurs et d'idées entièrement dissemblables des nôtres.'

'Quelle est la méthode, l'étendue, la valeur de l'enseignement donné par l'*Extension*? Le principe d'où dérive toute la méthode est que les leçons ont pour but, non de communiquer des connaissances toutes faites, que la mémoire de l'auditeur n'ait plus qu'à retenir, mais d'éveiller sa curiosité, de lui faire sentir l'intérêt des questions, de provoquer ainsi de sa part un effort personnel et de soutenir, de diriger cet effort, qui, livré à lui-même, resterait infructueux. Les leçons sont très espacées ? Tant mieux. S'il s'agit de leçons de littérature et d'histoire, il est même désirable que l'intervalle soit de plus d'une semaine, que la leçon ne revienne que tous les quinze jours, pour que l'auditeur ait le temps, de l'une à l'autre, de lire tous les livres qu'on lui a désignés et de s'assimiler complètement les matières traitées. Les leçons sont rares? C'est peu que six, dix ou même douze leçons pour épouser un sujet? Aussi ne néglige-t-on rien pour donner à chacune d'elles un maximum d'efficacité, comme instrument d'incitation et de direction intellectuelle. Les procédés employés pour assurer aux leçons cette efficacité sont nombreux et excellents. Il est évident d'ailleurs que, en ce qui concerne l'outillage matériel, ce luxe de ressources pédagogiques ne peut s'appliquer qu'à des leçons en petit nombre que le professeur colporte en plusieurs localités pendant plusieurs années de suite et qui restent pendant ce temps plus ou moins stéréotypées.'

'Nous ne méconnaissions point l'effet moral excellent que produit actuellement l'institution ; les services qu'elle aspire à rendre, au point de vue social et politique surtout, nous les avons signalés. Mais nous croyons qu'elle est, dans sa direction générale, orientée autrement que ne l'exigeaient les besoins les plus urgents de la nation, que par suite elle entraîne une dépense d'efforts et d'argent tout à fait hors de proportion avec ses résultats.'

Une doctrine pédagogique inexacte à notre avis est impliquée dans les écrits et dans les actes des promoto-

teurs de l'*Extension*. Elle consiste à penser que l'éducation n'a pas d'âge, qu'elle se fait aussi bien dans l'âge mûr que dans la jeunesse, et que l'étude est chose aussi normale chez un homme engagé dans les devoirs professionnels que chez l'enfant ou l'adolescent. L'emploi que les Anglais font du mot montre qu'en effet ils ont de la chose l'idée que nous venons de dire. Ainsi les Sociétés pour l'éducation des femmes dont nous avons parlé et qui furent la première forme de l'*Extension* ne tendaient pas à assurer l'instruction aux jeunes filles seulement ; il s'agissait bien des femmes adultes. C'est une conviction entretenue peut-être chez nos voisins par l'habitude d'assister toute la vie aux instructions religieuses, que l'éducation dure en effet toute la vie et que c'est un devoir pour tous de ne jamais croire qu'on en sait assez, non seulement en fait de connaissances professionnelles, mais en fait de connaissances générales, scientifiques ou littéraires. Que si vous objectez le manque de temps, l'encombrement des occupations journalières, on vous répondra que le dimanche est libre et même dans certaines professions l'après-midi du samedi : on vous dira que la journée de travail tend généralement à s'abréger ; on ajoutera que de toute façon on peut prendre sur les nuits si le dimanche et les soirées ne suffisent pas. On vous citera des tours de force accomplis par des étudiants, ouvriers de l'*Extension* : tel mineur a appris la géologie, tel autre la littérature anglaise, tel autre encore l'économie politique, etc. Il y a là la preuve d'un besoin général, disent les théoriciens de l'*Extension*. L'Université peut seule y pourvoir. Il lui appartient de subvenir à l'éducation des hommes occupés (*busy*) et de mettre son enseignement sur place à la portée de tous.'

'Toutes ces thèses nous paraissent fausses ou excessives, ce qui revient au même.'

'L'acquisition des connaissances préalables nécessaires à toute intelligence déliée et compréhensive des choses demande ainsi beaucoup de temps ; d'autant plus que ces connaissances multiples n'ont de prix qu'en ce qu'elles douent l'esprit qui les acquiert de fonctions plus complexes et le rendent lui-même plus vigoureux et plus souple. Est-ce que cette longue préparation n'exige pas des études précoces ? Est-ce qu'elle ne doit pas être parallèle à la croissance de l'esprit même ? Est-ce qu'un esprit resté inculte jusques après sa formation définitive, n'a pas contracté une rigidité et une impuissance irrémédiables ? Comme si, d'ailleurs, un homme absorbé par le travail quotidien avait le loisir nécessaire aux longues réflexions ! A ceux qui manquent des connaissances préalables dont nous venons de parler, ce ne sont pas douze leçons et quelques soirées de travail somnolent qui peuvent les donner.'

'Nous sommes donc amené à conclure que quand les lacunes de l'organisation de l'enseignement en Angleterre commencèrent à se révéler, de 1845 à 1870, ce qu'il fallait faire alors, ce n'était pas de se lancer dans cette vaste campagne de cours d'adultes, c'était de chercher quelles réformes ou quelles créations étaient désirables dans l'éducation de la jeunesse. Il y avait trois questions à poser devant l'opinion : celle des écoles normales primaires ; le système de recrutement des maîtres par l'apprentissage est notoirement insuffisant ; celle des écoles professionnelles, ou techniques, ou primaires supérieures, qui sont nécessaires à la formation de l'élite des agriculteurs et des ouvriers et qui manquent ; celle enfin des écoles secondaires classiques ou modernes qui sont évidemment trop peu nombreuses en Angleterre et dont la fréquentation reste un privilège de la fortune, je parle des bonnes, les autres foisonnent comme la mauvaise herbe. Avec ce programme, une puissante association, inspirée et dirigée par les Universités, eût pu rendre, nous semble-t-il, des services immenses au pays ; mais les Anglais qui nous liront ne manqueront pas de déclarer tout programme d'ensemble irréalisable.'

'Les critiques que nous avons adressées à l'*Extension* doivent être corrigées par cette remarque essentielle : qu'elle a été peut-être le seul remède possible à l'insuffi-

sance de certaines institutions, au caractère exclusif de certaines autres. Elle conduit par une voie détournée, très longue, à des réformes qu'il est impossible d'aborder directement. Nos critiques n'effacent donc pas nos éloges : on a fait ce qui était possible ; on l'a fait généreusement et avec une incontestable habileté.'

'Qu'on nous permette donc de supposer que les conseils qui exercent auprès des Universités l'autorité centrale dans l'*Extension* ont laissé peu à peu sommeiller les cours composés de ce mélange, gênant quoiqu'on dise pour le professeur, d'amateurs, de dames et d'ouvriers adultes, dont les uns croient tout savoir et dont les autres ignorent presque tout,— pour s'occuper avec un goût toujours plus vif de leurs écoles techniques et de leurs écoles littéraires et scientifiques ; admettons que dans ces écoles se sont assis des jeunes gens pleins de zèle, ayant besoin d'apprendre pour assurer leur avenir et conquérir les certificats universitaires, exclusivement préparés par les collèges de l'œuvre, soit à la vie moderne, soit aux études supérieures de l'Université : il arrivera nécessairement dans cette hypothèse que la gestion de cette grande quantité de maisons diverses, que l'administration de cet immense personnel et des intérêts multiples de chaque établissement dépassera de beaucoup les forces des trois Universités principales. Le lien qui unit en ce moment les centres locaux aux Universités deviendra de plus en plus lâche, sauf en ce qui concerne la formation des professeurs, et c'est aux Conseils de Comtés, c'est au Département de l'Instruction publique que ces centres tendront à ce rattacher. Nous croyons qu'un jour viendra où les Universités désireront elles-mêmes se séparer de ces appendices et déposer ce fardeau. Elles n'ont aucun intérêt à mettre au second plan leurs fonctions de corps enseignants pour se transformer en ministères régionaux de l'instruction publique. À l'heure présente leur ambition généreuse est illimitée ; pour écarter le reproche d'être inutiles, elles veulent absorber tout le domaine et assumer toutes les formes de l'activité éducatrice. Quand elles auront conquis ainsi de nouveaux droits à la reconnaissance de la nation, quand elles auront contribué aussi, pour leur part, au rapprochement des classes, au progrès de la démocratie et à la pacification sociale, quand elles auront enfin fondé ou aidé à fonder les établissements spéciaux d'enseignement qui sont la fin nécessaire et le salut du présent mouvement, de plus en plus aventureux dans sa croissance indéfinie, il y aura un sentiment général qu'elles peuvent revenir, elles aussi, à leur tâche propre et se renfermer dans l'enseignement supérieur véritable.'

'L'*Extension* sera ainsi consumé par son succès. Elle sera comme le limon chargé de germes qu'une crue rapide a répandu au loin, mais qui disparaît bientôt sous la végétation qu'il a suscitée. Les meilleurs d'entre nous et les plus réfléchis ne savent pas toujours ce qu'ils font ; nous voulons une chose et c'est une autre qui résulte de nos efforts : il y a plus d'inconscient qu'on ne le croit dans la vie sociale. Peut-être ce vaste mouvement n'est-il que le symptôme d'une fermentation profonde par laquelle la démocratie anglaise appelle et prépare quelqu'une de ces grandes réformes gouvernementales de l'Instruction publique dont la France a risqué l'expérience au commencement du siècle, qu'elle a renouvelées depuis, et dont, tout compte fait, elle n'a pas à se repentir.'

## IN REPLY TO M. ESPINAS.

### I.

We are indebted to M. Espinas for a singularly suggestive piece of criticism. His essay bears the marks of labour and thought. He has read the abundant literature to which University Extension has already given birth ; he has visited the Oxford Summer Meeting and that of Edinburgh : he has discussed the problems of our work with well-informed persons at Cambridge and in London. And yet his essay is not, as it well might have been, a mere reflection of our views, a rapid summary of his own impressions. He has thought over what he heard and

saw. He has attempted to understand the course of the larger movement of which University Extension is but a part. He makes allowances for the difficulties with which it has had to contend. He describes the circumstances out of which it rose ; the ideals which it seeks to realise ; the national characteristics on which it bases its hopes and to which it confidently appeals. Moreover, though covering so wide a field, his criticism is as accurate as it is well-considered. In the multitude of details, which he is compelled to quote, there are only four errors and of these three are unimportant. Such precision would, in the work of an English critic be praiseworthy ; in that of a foreign observer it is remarkable.

But, oddly enough, M. Espinas seems never to have witnessed the most characteristic part of the movement which he seeks to describe. For it would appear from internal evidence that he has not visited any local centre of University Extension, nor watched the peripatetic teachers at their work. Circumstances have doubtless made it impossible for him to remain in England during the winter months. What he could do, he has done. He has made acquaintance with many of the most experienced lecturers, conversed with the central organisers, attended two Summer Meetings. But this is not enough. He has not seen the work itself. The result is that sometimes he lays stress on the wrong things, misses the true lines of its weakness and strength. He writes as a foreign critic of the Church of England might write who, after steeping himself in the official literature of the Establishment, attended a Church Congress but never studied the practical working of a parish. Had M. Espinas been able to visit four or five typical centres during their winter courses, to talk over difficulties with some of the local organisers in the middle of their work, to watch the audiences, to acquaint himself with their composition, to make friends with some of the students, and to see their written exercises, many of his impressions would have been modified, and, while new difficulties might have suggested themselves, some of those which now weigh heavily upon him would have been resolved.

### II.

For the real achievement of the University Extension scheme lies in a quarter to which most observers have not turned their attention. They praise, or condemn, the principle of itinerancy in its application by us to educational, as by the Wesleyans to religious, organisation. They commend, or criticise, the methods of University Extension—the lecture, the class, the weekly exercise, the final examination. But these things are not the essence of our work. They sufficiently meet the pressing needs of the case. Under present circumstances they are necessary. But it is not pretended that they are ideal solutions of a great educational problem. Our educational methods, for example, are so devised as to pack into the brief visit of a travelling teacher as many and as searching kinds of test, instruction and stimulus as time and convenience permit. And admirably devised they are for our present purpose. Twenty years of trying experience have tested and matured them. But under the easier conditions which would prevail in a well-equipped University Extension College, our methods would be largely modified, and, indeed, in some points, developed almost out of recognition. Nor is it anything short of necessity which compels the centres to put up with, or the lecturers to sanction, the waste of educational power which the extreme form of itinerancy cannot but cause. The need of economy and variety will indeed ensure the permanent retention of the principle of itinerancy as part of our system. But it will not always constitute the whole of it. For the peripatetic system is, in the main, admittedly a *pis aller*, chiefly justified on financial grounds which are likely in the course of years to diminish in relative importance.

The true aim of University Extension is the establishment of a national system of higher education for adult students. We hope to inspire this new system with the best traditions of the national Universities and to link it to their constitution by a thousand ties of intimate sympathy and association. We seek, on behalf of the Universities, no monopoly of control. We base our whole

system on the self-government of each local institution. We invite and shall welcome the aid, the co-operation, the sanction of the State. What we urge is the need of furnishing higher education for all adults who desire it. What we have proved is the fact that this need is already beginning to be felt. What we advise is that this system of adult education, as it is gradually established, should be encouraged to grow, as far as possible, out of existing voluntary effort ; that it should retain the vigour, the variety, the elasticity of such effort ; that it should be public, unsectarian, non-political, open to men and women, to rich and poor ; and that it should have for its fundamental, though not for its sole, purpose the education of citizens. What we protest against is the notion that the hurriedly manufactured machinery of a State Department can produce as valuable results as the gradually widening influence of a living and honoured institution. For we contend that in this new branch of education the duty of the State is to aid, to dignify, to reinforce existing effort ; not to starve, supersede, or devitalise it. And the real achievement of University Extension up to the present time lies in the fact that, in as many as three hundred towns, its operations have formed groups of persons, resolute for the extension of educational facilities, influential through their earnestness, equipped with varied experience, and increasingly accustomed to work together for the attainment of their ends.

### III.

'But,' M. Espinas might reply, 'though I applaud your zeal, I consider you quixotic. The education of adults is moonshine. You can only educate the young. Once hard-set in his prejudices and preconceptions, once plunged in his mechanical or professional duties, a man is not impressionable enough to be educated. And the same is true of a woman. What you really need in England is a national system of intermediate education. Train your youths, and your adults will educate themselves. It would have been wiser for you to form at the Universities a powerful association for the reform of intermediate instruction, than to embark on your crusade for so-called University Extension. I admit that, twenty years ago when University Extension began, insurmountable barriers would have checked the progress of such an association. I daresay, therefore, that, in throwing your energies into University Extension, you were doing the best thing which was possible under the circumstances. But the long road, which you were compelled by circumstances to choose, will lead you back in the end to the problem of secondary education. The influence which the Universities have gained by their policy of Extension will be best spent in securing, as soon as a favourable opportunity offers itself, a reform in English intermediate instruction. And, when this is secured, University Extension in its present form will vanish, absorbed in part by the new system of intermediate education, abandoned in part by the Universities themselves as a policy which has served its purpose, and on which it is no part of their true business to spend time, or strength, or money.'

We heartily agree with M. Espinas that there is need for a higher standard in parts of our secondary education. Reform, whatever shape it may take, cannot be far distant. Much has been already done by the pressure of competition. Something more will be gradually accomplished by the pressure of public opinion, which is being already stirred by discussion to resent existing evils. Further improvements will doubtless be brought about by the guidance, the inspection, and the liberality of the State. And it is highly creditable to the insight of a foreign critic that he should resent University Extension to have been an indirect means of bringing about this desirable change. For we have strengthened the hands of the reformers of secondary education in two ways. By acquainting the younger generation of parents with the nature of good University teaching, we have quickened among them a desire for a better education for their children than they themselves enjoyed. And the propaganda of University Extension has formed in hundreds of our towns that body of public opinion, that little garrison of educational reformers, which is necessary for the construc-

tion and maintenance of any improved system of intermediate instruction.

But here we part company with our critic. Any improvement in secondary education will feed University Extension, rather than supplant it. For it will multiply our students, redouble their ardour, strengthen our system. The Extension teacher will have better material to work upon and a larger supply of it. Public opinion will be more favourable to his labours. He will have wider opportunities of usefulness. Where one short course is all that can now be arranged, there will arise a demand for two or three parallel courses of systematic instruction. For our experience and results have proved beyond question that the higher education of adults is possible. Education does not end with the school-room. Even in the case of men and women whose secondary education has been imperfect, much can be done by a judicious teacher when the will of the student welcomes and reinforces his efforts. And when we come, as we shall in the future, to deal with an increasing body of students whose preliminary education has been carried forward without intermission, our task, if not easier, will be rewarded with more convincing success. For in every town of moderate size there lies already to our hand a group of students who would form the backbone of a University Extension College. M. Espinas expects that we shall succeed where we can find, and enlist the support of, *un groupe homogène de jeunes étudiants attriés par un besoin pressant et défini*. Such a group already exists in the younger elementary teachers, who will be increasingly encouraged by the policy of the Education Department to rely on the aid of University Extension. Other groups are furnished by the young men and women who do not find at present in their own town the necessary facilities for one or other form of technical or professional instruction. Such facilities would be provided by a University Extension College, if well-arranged and fairly endowed. Further, there is in every town a number of women anxious to obtain at all events the rudiments of a University education, but unable to go to the Universities for that purpose. And, last, there is the great body of workmen, stirred already by a new intellectual purpose, and likely to enjoy in the future larger leisure for intellectual pursuits. It is only reasonable to suppose that in so large a body of men a certain, probably an increasing, proportion will be eager to qualify themselves, by guided reading and rational studies, for the efficient discharge of those duties which our complex civilisation throws on every citizen. The workman's demand for higher education has hardly made itself felt. But there are indubitable signs that it is coming. It is the privilege of University Extension both to accelerate the demand and to meet it.

### IV.

For the Universities are called upon to take the lead in educational reform. It is for them to persevere as pioneers in the cause of higher education for the people. They are laying the foundations of a new system. Many of their experiments may fail. Some may be tried too soon. There is need for patience and faith. Progress will be slow, but we have already accumulated proof that it will be sure and lasting. M. Espinas, however, is of opinion that, when University Extension finally succeeds (and of its ultimate success within certain limits he is assured), the link between the movement and the Universities from which it sprang will be broken. He gives two reasons for this forecast. The local institutions, which will arise out of and embody University Extension teaching, will, he thinks, ultimately seek connection with the County Councils or with the Government rather than with the Universities. And the Universities themselves, tired of their new undertaking, will gladly rid themselves of their responsibility for it, and turn to their proper function of teaching. Into so distant a future we cannot peer with any clearness of vision. M. Espinas may be right, but we hope and trust that he is wrong. At any rate, the English Universities have always shown partiality and aptitude for affairs of practical administration. They manage their own property ; they are in business as printers and publishers on a large scale ; they successfully control complicated or-

ganisations for the examination of schools. Every College in the University has business of its own, estates to look after, the accommodation of its own members to supervise. And during the last half century the tendency has rather been for the Universities to undertake more business duties than to rid themselves of such responsibilities. These facts would indicate the existence in the English Universities of a constant reserve of business power, which is specially likely to be placed at the disposal of any department of the University so intimately connected with its present and future interests as the University Extension. Nor is it more probable that the local centres of Extension teaching will cut themselves adrift from the Universities, than that the Universities will shake themselves free from the local centres. The latter indeed have much to gain from their University connection. It imposes no restraints on their freedom; it debars them from no source of public aid; it is compatible with similar connections with the County Council and the State. There seems no reason, therefore, to doubt that, if in ten or twenty years time we have the pleasure of welcoming M. Espinas for a second time in an official capacity (and no Government could send a more acute or generous critic), we may be able to show him a group of University Extension Colleges, self-governing but liberally aided by County Councils and the State, supported by adult students of every rank and of varying degrees of proficiency, and affiliated to the national Universities, not merely by statutory enactment, but by the firmer bonds of mutual interest and personal sympathy.

M. E. SADLER.

## LETTERS TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

### Suggestions.

DEAR SIR.—After a short experience of the University Extension scheme, I venture to enumerate a few suggestions, which, if carried out, might possibly facilitate the working of this splendid movement.

1. Local committees probably make arrangements for the ensuing season's work some months in advance, and as soon as possible after this has been done, copies of the syllabus of lectures should be obtained and advertised, so that students may have an opportunity of working at the subjects more thoroughly than is practicable with short notice.

2. At the end of the syllabus might be given a list of all books mentioned therein together with the publisher and price of the cheapest reliable edition, thus forming a valuable guide for those wishing to purchase.

3. A list of books in the current travelling library, with the number of copies, should always be obtainable from the Local Secretary.

4. The syllabus should give a full and faithful outline of the subject treated, and should be strictly adhered to by the Lecturer.

Gloucester.

Yours truly,

H. G. S. FELL.

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### Assistance from County Councils.

DEAR SIR,—May I call the attention of Local Secretaries to the fact that the County Councils can help courses on Political Economy and Industrial History out of the Technical Instruction Fund.

Yours faithfully,

N.

### CONCERNING THE CENTRES.

ROMSEY.—On Thursday, June 23, Mr. Kenelm D. Cotes kindly gave a lecture at this centre on 'The aims of University Extension work,' the object of which was to bring the advantages of this system of teaching more under the notice of the public, and to deepen the interest in the work. The attendance, we regret to say, was small, owing partly no doubt to the unsettled state of the weather. At the close of the lecture the prizes and certificates gained in the recent examination were distributed by the Rev. J. Cooke, Yarborough (Vicar). An Essay Society has been formed for the Summer months and meetings are held regularly for discussion preparatory to the Autumn course. Mr. Cotes, to whose kindness and exertions the centre owes so much, is assisting the members of this Society in their work.

## THE 'PAPER WORK' OF THE O.U.E. SCHEME.

A REJOINDER BY MR. J. A. R. MARRIOTT, M.A.

*Staff-Lecturer in History and Literature.*

I SHOULD like to be allowed to draw the attention of all who are interested in the methods and working of the Extension movement to an article on the subject of our Paper Work. The article appeared in the June number of the *Bournemouth Students' Association Gazette*; and is from the pen of Miss Catharine Punch, the Hon. Sec. of the Bournemouth Students' Association and Editor of their *Gazette*. Miss Punch has given much thought and time to the conduct of our work in Bournemouth, and I know no one better entitled to a respectful hearing on the subject on which she writes. There could be no more ample or conclusive evidence of the healthy vitality of the local Students' Association, and the energy of its secretary, than the existence of the *Gazette* in which Miss Punch's article appears. So far as I know this *Gazette* marks an entirely new departure in the history of Extension journalism, and I trust that one result of Miss Punch's kindly strictures on our methods may be to draw attention to the experiment which she has made at Bournemouth with so much encouraging success. Our work has expanded in the last few years with almost startling rapidity; what we now need is not so much to widen as to deepen the movement; and I know nothing which would be more likely to serve this end than an imitation of the Bournemouth experiment.

But to pass to the article itself. Miss Punch—though the tone of her article is more than kind towards the lecturers—finds serious fault with our methods in one particular—the paper work. 'If I may presume,' she writes, 'to criticize the methods of the O. U. E. authorities, I must express an opinion that they offer a direct inducement to students to be shallow and superficial. Nothing could be better in practice than the lectures with which they supply us, and in theory than the classes that follow the lectures. . . . The fault that I presume to find is with the way in which the paper work is set and done. I myself attach as much if not more value to the paper work than to the lectures. I write from the point of view of one who has attended a great many lectures, and who has worked for a considerable time with correspondence classes. I have little hesitation in saying that I have gained far more from the latter than from the former, and I attribute this result largely to the thorough and systematic paper work which is demanded by the corresponding tutors.' (The italics are my own.) It would be beyond my province to enter into the respective advantages of teaching by lecture and teaching by correspondence, though I must frankly say that I do not think Miss Punch's conclusion is one that would be generally accepted. But it is essential to insist that we do not claim, that we never have claimed, that our Extension scheme affords a complete or adequate system of education. We have always striven—I speak only for the Oxford branch of the work—to minimise the importance of the lecture and to make people understand that the *real work* must of necessity be done by the students themselves, not in the lecture-room, not even in the class-room, but in their homes or in associated societies. It is mainly on this ground that we have encouraged the fortnightly lecture in preference to the weekly system, in order that the students may use the lecture and the lecturer in the way and within the limits that are intended.

We should all most cordially agree with Miss Punch in laying the utmost possible stress upon the importance of the paper work. But, for my own part, I should desire to discriminate, as I think Miss Punch fails to do, between the functions of the *lecture*, the *periodical exercises*, and the *final examination*. In the correspondence classes to which Miss Punch refers, the functions of all these are to some extent combined. Under the latter system the papers sent in are to be written without reference to books, and are intended to be a test of knowledge. On the other hand, under the Extension system, as I understand it, the test of knowledge is for the most part deferred to the final examination. The function and intention of the periodical essay is somewhat different. It is intended primarily and mainly to afford an exercise in the methods of composition and expression. No one of course can write a really good essay without an adequate knowledge of the immediate subject. Miss Punch complains that the subject is so limited that the knowledge may be 'shallow and superficial.' I admit it. But the corrective to this is the final examination. It is not, I contend, the primary function of the lecturer who corrects the weekly exercise to find out how much the students know, but to train them in the act of expression and composition. Incidentally he frequently discovers that they have misunderstood the bearing of some remarks in foregoing lectures. He thus obtains the advantage of explaining himself more fully and more clearly. But this, I submit, is an incidental advantage, and does not constitute the main object of the exercise. Having said so much by way of meeting Miss Punch's strictures, I must say also that we lecturers are most grateful to those who are kind enough to criticize the methods of our work. Those methods are in large measure tentative; they are capable we hope of very great improvement; and improvement can only come from a constant interchange of ideas between the organisers, the lecturers, and thoughtful critics.

All that Miss Punch says seems to point to the conclusion that we must look, for the improvement of our methods, rather to the development of the tutorial side of our work. Miss Punch complains that the 'classes are as often as not a failure.' I ruefully admit it, and the more readily since she ascribes the failure not to the lecturer, but to the 'want of courage and energy on the part of the students!' The apportionment of blame I leave cheerfully in the hands of Miss Punch; the fact is too obvious to be ignored. At the end of a lecture lasting never less than an hour—sometimes an hour and a half—the lecturer is spent. He has frequently rushed from the railway station after a journey of a hundred miles straight into the lecture hall. He delivers his lecture; at the end of it—if it has been what a lecture ought to be—the lecturer is spent and has no initiative left. In the class the initiative must rest with the students. Miss Punch complains that 'there is no prescribed course of reading.' But every syllabus contains a list of suggested authorities, and every lecturer is ready to discuss with students in class the utility of each particular book suggested. More we can hardly do. If by a 'prescribed course of reading' Miss Punch points to the prescription of certain pages of certain text-books, I for one must respectfully decline the function. We aim at being teachers but not crammers. That a crammer may and does teach, no sane person will deny. Equally certain is it that a sufficiently broad line may be drawn between the functions. We shall do, in my opinion, irreparable damage to the work of University Extension teaching if we suffer them to be confused.

In conclusion I must be allowed to say how cordially I

endorse the contention of Miss Punch that the work of the lecture-room must, if it is to be of the slightest value, be supplemented by home-reading, and more particularly by Students' Associations. In many cases of which I have personal knowledge these Students' Associations are most carefully and wisely guided by some member of the local committee, but there may be others where the help of a *tutor* to supplement the work of the *lecturer* would be of infinite service. It is not perhaps too much to hope that in the near future some such division of functions may, in many large centres, be found practicable. Whenever it may be so, it cannot fail to result in great relief to the lecturer, in great benefit to the students.

J. A. R. MARRIOTT.

## TECHNICAL INSTRUCTION.

### The Universities and the County Councils.

#### SUMMER COURSES FOR TEACHERS.

HOWEVER successful and well illustrated evening local lectures may be it is clear that, in the vast majority of cases, it is impossible to have adequate local accommodation for students to do practical work themselves in connection with the subject of the lectures. This difficulty is of special importance in the case of students like elementary school teachers who are preparing to undertake classes themselves in the subjects in which they are receiving instruction. In some cases it is possible to arrange special Saturday classes for teachers at which practical work can be done; but in many cases Saturday classes do not meet the want. It is a considerable strain on teachers to give up their weekly holiday. A more important consideration is that practical work to be good requires the continued and undivided attention of students for some time. In the Universities of Oxford and Cambridge, and at the various colleges connected with Victoria and Durham Universities, there are well equipped laboratories practically idle for some weeks in summer. It is clear that in this matter the Universities can render valuable aid to the County Councils by arranging summer courses of scientific teaching.

#### PERIPATETIC INSTRUCTION.

*Local Management.* In cases where lecturers are engaged by Councils the details of the local management should be left for County Council organisation. In ordinary extension courses it has been the custom of various centres to secure the same lecturer, and the organisation of the series of courses has been left to the central extension offices. But where the centres are in one county and under the control of a local authority it is much more convenient that the arrangement of hours and days, times of examination and so forth, should be assumed entirely by the local authority. The Universities will be responsible for the choice and capacity of the lecturers, the quality of the instruction, the syllabus, the travelling library and the examinations.

*Experiments and Illustration.* In this lies one of the chief difficulties of peripatetic teaching. All scientific lectures gain from copious illustration, and few are useful without it. This necessity places a certain limit on the multiplication of centres. Instead of having a large number of centres in a large number of villages and small towns it is probably better to select a smaller number, choosing the places for their geographical rather than for their intrinsic importance. At each centre a stock of apparatus could be provided for the use of the lecturer and to form the nucleus of a local laboratory.

*Length of Courses.* Courses of 12, of 10, and of 6 lectures are the most usual and convenient units. The choice must depend on the nature of the subject and the special object of the course. When a set of lectures is part of a county scheme of teaching, and is attended specially by those who themselves are going to teach, 12

lectures is a desirable minimum, and a carefully prepared sequence of courses, each of 12 lectures, may be gone through. One course can be given weekly from October till Christmas, and another from January till Easter. In courses of this kind there can be no doubt that weekly intervals are sufficiently great. They provide enough time for the students to make use of the travelling library and to write essays on the subjects of the lectures. A longer interval interrupts the continuity of the teaching.

*Towns and Villages.* As in determining the length of courses, so in choosing centres, the exact nature of the work wanted must be considered. If a Council frankly determines on the heroic method of spreading first-rate scientific teaching as widely as possible, there can be no doubt that villages form suitable centres. And certainly there are some reasons for sending peripatetic lecturers to villages. A rural audience, like an audience of junior students at a University, requires the best possible teaching to arouse interest and enthusiasm as well as to communicate knowledge. Moreover, in villages there are seldom existing institutions such as South Kensington Science classes, and there is little rivalry from other public meetings. As a matter of fact village centres have been found very successful in many cases. On the other hand, to send first-rate lecturers to all the villages is very expensive, and as the management of the arrangements necessarily falls on one or two people—the clergyman or the doctor who already are fully occupied—failures must be expected, and permanent success is hardly to be looked for. The safe conclusion is to choose, as centres for the recognised courses of higher lectures, whatever places are geographically convenient for schoolmasters and others to attend. Shorter and more occasional courses may be given at any place where there is a schoolroom.

*Utilisation of Local Teachers in connection with Lectures.* There seems at present to be a considerable body of evidence against the practical utility of this scheme. It is rather a thankless task for a local man to go over again the substance of the lectures with those who have attended, and it is found that those students who take notes at the lectures, write papers, and use the travelling library, get on sufficiently well.

*University Extension and South Kensington.* In the case of these institutions there is no necessary rivalry and very little overlapping. South Kensington teaching is guided by a definite hard and fast syllabus. It aims specially at teaching young lads and girls the elementary facts of science, and is most comparable to the science teaching done in the lower forms of secondary schools. University Extension lectures are adapted to suit audiences of a more mixed and exacting character—audiences where, in addition to young people whose minds are in a receptive rather than in a thinking stage, there are adults who have been accustomed to think, and who cannot be expected to sit down with young people comparatively fresh from school. The lectures are adapted to suit both needs, and the personal contact of the lecturer with the members of his class and by the written essays, secures the different kinds of help needed by the different sections of the audience. A comparison of the examinations under University Extension and South Kensington shows how very different are the aims and methods of the two. While Extension lectures are not specially designed to prepare candidates for South Kensington examinations, experience has shown that such candidates gain very largely by attendance at Extension courses. It is well, however, to recognise that there is a clear distinction between the two, and that any attempt to confine the work of Extension lecturers to South Kensington examinations would lower the standard and alter the purpose of the teaching.

*Place of Peripatetic University Lecturers under County Councils.* First, occasional courses on Hygiene or on special subjects like Insect Pests, may be given where it is desired to employ first-rate lecturers who not only know their subjects but have proved themselves able to hold the interest and attention of the audiences. Next, in any large and extensive scheme of technical instruction a large permanent local staff will be found necessary, that there may be in almost every village someone competent to conduct evening classes and continuation schools. This

staff will be found chiefly among the elementary school teachers. The great problem is to give the more competent of these opportunity of training themselves in technical subjects. It is in this work that the University can aid the Councils with the completest confidence. Courses specially adapted for teachers can be arranged at as many convenient centres as in each county may be necessary. Teachers from the surrounding districts can be aided by small grants for travelling expenses, to attend these classes. The University lecturers, possessing high qualifications, can ensure that they receive the best possible instruction, and, by the elasticity of the Extension method, the various needs and capacities of different individuals can be dealt with. The Universities by their examinations can supply a test that the teachers have profited sufficiently by the instruction to open classes in the villages, and, where the full time of a lecturer is employed by a county, he can aid in the work of inspecting the classes opened by his pupils. In this way the teaching of technical subjects in the remotest parts of the counties can be brought into touch and kept in touch with the best and most recent scientific progress, by employing lecturers through the University Extension agencies; as different subjects or branches of subjects are required, the services of competent specialists can always be secured.

P. C. M.

## AN AMERICAN SUMMER COURSE IN FIELD GEOLOGY.

THOSE who have joined Mr. Badger's class in Geology at the Oxford Summer Meeting will like to read the following account of a similar class now at work in America. We extract the notice from the *Record* of the University of Michigan.

'During the past few months officers of the University have been in correspondence with the authorities of the Michigan Mining School with reference to a summer course in Geology to be taken in connection with the instruction provided by the Mining School, but under conditions which would permit the work done to count toward a degree from the University. The negotiations have reached such a stage that it may be definitely expected that such a course will be given. The work will be under the personal direction of Mr. Sherzer, who will answer inquiries respecting the requirements for admission to the class, and the amount of credit to be allowed for the work.'

'The course will be given between July 25 and Sept. 2, in the Upper Peninsula of Michigan, a region full of problems of high geologic and economic interest. It will consist of the observation and study of the field phenomena of igneous, metamorphic, and sedimentary rocks, their nature, structure, relationship, and associated minerals. Descriptions and notes, maps and sections will be prepared, and some phases of mining incidentally observed. The attention of students of civil and mining engineering is especially called to the course. It is thought that it will supply, along with serious scientific study, recreation and rest for the mind and a tonic for the body, and fill a gap in the geological work of the University.'

## SCHOLARSHIPS AND PRIZES.

*To enable poor Students to attend the Summer Meeting at Oxford in 1894.*

THE following donors have expressed to the Delegates their desire to offer Scholarships and Prizes for competition in 1894:—

|                                         |     |    |   |
|-----------------------------------------|-----|----|---|
| The Marquis of Ripon, K.G.              | £50 | 0  | 0 |
| J. G. Talbot, Esq., M.P.                | 10  | 0  | 0 |
| Dr. E. B. Tylor                         | 10  | 0  | 0 |
| M. E. Sadler, Esq.                      | 10  | 0  | 0 |
| Returned Scholarships from<br>1892 fund | 27  | 10 | 0 |

## THE PROGRESS OF THE WORK.

The following figures show the growth of the Oxford branch of the University Extension system:—

|                                                                                                   | 1885-6       | 1886-7 | 1887-8   | 1888-9   | 1889-90   | 1890-91   | 1891-2    |
|---------------------------------------------------------------------------------------------------|--------------|--------|----------|----------|-----------|-----------|-----------|
| Number of Courses delivered                                                                       | 27           | 67     | 82       | 109      | 148       | 192       | 392       |
| Number of Lecture Centres                                                                         | 22           | 50     | 52       | 82       | 109       | 146       | 279       |
| Number of students reported by the Local Committees as being in average attendance at the Courses | Not recorded | 9908   | 13036    | 14351    | 17904     | 20248     | 27958*    |
| Average duration of the period of study covered by each Course                                    |              |        | 8½ weeks | 9½ weeks | 10½ weeks | 12½ weeks | 14½ weeks |

\* Of these, 2182 presented themselves for examination; 772 passed with distinction, 1080 satisfied the examiner, and 330 failed.

### THE UNIVERSITY EXTENSION COLLEGE AT READING.

WHAT was last year little more than a dream, is now an accomplished fact. The first University Extension College has been founded, the honour of the new departure being due to the Governing Body of Christ Church and the citizens of Reading.

In the spring of this year Christ Church elected Mr. H. J. Mackinder to a studentship with a view to deepening and systematising University Extension work at a selected centre. The preference was given to Reading, as the oldest Extension Centre in the Oxford district. The leading citizens of Reading, ably supported by the local press, welcomed the new departure, and accepted the services of Mr. Mackinder in his capacity as University lecturer and a representative of Christ Church. The local Extension work and the South Kensington classes have been amalgamated, and their respective Committees fused into one Council. Of the College, the Dean of Christ Church is Visitor, Mr. Palmer is President, and Mr. H. J. Mackinder Principal.

It will be opened by the Dean of Christ Church on September 29. There will be a large and distinguished staff of teachers, among the resident instructors being Mr. Dawson Barkas (Master of the Art School), Mr. G. J. Burch, Mr. Austin, Mr. A. L. Dixon, and others. Mr. Marriott and Mr. Churton Collins both will also give long courses of lectures at the College. Systematic instruction will thus be provided on the Arts side in English History, English Literature, and Design; and on the scientific side on Chemistry, Botany, Pharmacy, Materia Medica, Biology, and other subjects. The College is equipped with laboratories, and enjoys the services of an energetic Secretary, Mr. Wright.

It will thus be seen that an opportunity has at length offered itself for testing the educational possibilities of University Extension. Our system has hitherto been lacking on its tutorial side. This defect is remedied by the arrangements at Reading, which secure for that town the services of a distinguished staff of resident teachers, supplemented by the aid of the peripatetic instructors of the University Extension. The aim of the new College is to provide facilities, not only for the professional instruction of many adult students, who are at present compelled to go to other towns for their necessary training, but—in the widest sense—for the education of citizens. It will carry on the work of the intermediate and public schools, and thus is receiving the cordial support of the Headmaster of the famous Reading Grammar School. It will aid the pupil teachers in preparation for their work. It will doubtless be employed by the Technical Institution Authorities as an important element in their system for scientific education. Already in receipt of municipal, it may soon partake of County Council, aid. A Treasury grant perhaps looms in the future, for the College will soon

establish claims similar to those which have been recognised in the case of Firth College, Sheffield; University College, Nottingham; and the other Local Colleges in England.

We heartily wish the new institution a prosperous and distinguished future. For the first time, an Oxford College has aided in the development of the higher side of University Extension work in a populous centre of manufacturing industry. There is no reason why the precedent should not be followed. The Colleges have already religious missions; why should they not have educational missions as well? Thus there would be gradually established in the great hives of our industrial population a new group of institutions, dedicated to the education of citizens, and federated by strong ties of association and gratitude to the national Universities.

### THE GRESHAM UNIVERSITY.

*Probable recognition of University Extension.*

UNDER powerful leadership the 'Association for promoting a Professorial University for London' has promulgated its scheme. From this we extract, as specially interesting to the friends of University Extension, clauses 5 and 6 with the note:—

'(5) The University to have power to absorb institutions of academic rank in London, which may be willing to be absorbed, due provision being made for protecting the interests of the teachers in such institutions, and for preserving the character of special trust funds.'

'(6) The University to have the power of appointing readers and lecturers, either to supplement the teaching of the Professors, or to deliver graduation or other courses of lectures within the metropolitan area at such places as may be determined by the Senate.'

<sup>1</sup> This side of the University work would probably include teaching of the following kinds:—

- (a) Teaching, conducted in the University buildings, supplementary to that of the professors.
- (b) Courses of instruction of a special or advanced character recognised by the University, e.g. of the type given by the German *Privat-Docenten*.
- (c) Teaching of a more or less academic character conducted by lecturers appointed by the University at institutions and colleges, the objects or the standing of which render complete absorption into the University undesirable.
- (d) Lectures at various local centres, of the type known as 'University Extension' lectures.
- (e) Courses of lectures or occasional lectures by members of the University staff, or by other persons recognised by the University, for which a convenient centre might, with the co-operation of the Corporation of London and of the Mercers' Company, be found at Gresham College.

## ARRANGEMENTS FOR 1892—93.

Autumn, 1892.

| Centre.                                                                 | No. of Lectures in Course. | Subject of Course.                  | Lecturer.                | Course begins.  | Course ends. |
|-------------------------------------------------------------------------|----------------------------|-------------------------------------|--------------------------|-----------------|--------------|
| READING UNIVERSITY EXTENSION COLLEGE (other courses being arranged) ... | 24                         | History of England ... ...          | H. J. MACKINDER, M.A.    | M. Oct. 3       |              |
|                                                                         | 12                         | Not fixed ... ...                   | J. A. R. MARRIOTT, M.A.  | S. Oct. 1       | Dec. 17      |
|                                                                         | 24                         | Organic Chemistry ... ...           | G. J. BURCH, B.A. ...    | F. Oct. 7       |              |
|                                                                         | 24                         | Inorganic Chemistry ... ...         | " " "                    | Th. Oct. 6      |              |
| BIRMINGHAM (evening) ...                                                | 6                          | Representative Men ... ...          | Rev. W. H. SHAW, M.A.    | T. Oct. 4       | Dec. 13      |
| BOLTON (afternoon) ...                                                  | 6                          | Venice ... ...                      | " " "                    | Th. Oct. 6      | Dec. 22      |
| BOLTON (evening) ...                                                    | 6                          | Florence ... ...                    | " " "                    | Th. Oct. 6      | Dec. 22      |
| BRADFORD (evening) ...                                                  | 6                          | Venice ... ...                      | " " "                    | Th. Oct. 13     | Dec. 15      |
| ECCLES (evening) ...                                                    | 6                          | Venice ... ...                      | " " "                    | T. Oct. 11      | Dec. 20      |
| EDGBASTON (afternoon) ...                                               | 6                          | Venice ... ...                      | " " "                    | T. Oct. 4       | Dec. 13      |
| ILKLEY (afternoon) ...                                                  | 6                          | Venice ... ...                      | " " "                    | Th. Oct. 13     | Dec. 15      |
| KENDAL (afternoon) ...                                                  | 6                          | Age of Elizabeth ... ...            | " " "                    | M. Oct. 3       | Dec. 12      |
| KESWICK (evening) ...                                                   | 6                          | Not fixed ... ...                   | " " "                    | M. Oct. 10      | Dec. 19      |
| MACCLESFIELD (evening) ...                                              | 6                          | Puritan Revolution ... ...          | " " "                    | W. Oct. 5       | Dec. 14      |
| MANCHESTER, FRIENDS' INSTITUTE (evening) ...                            | 6                          | Venice ... ...                      | " " "                    | M. Oct. 3       | Dec. 12      |
| OLDHAM (evening) ...                                                    | 6                          | Venice ... ...                      | " " "                    | W. Oct. 12      | Dec. 21      |
| ROCHDALE (afternoon) ...                                                | 6                          | Venice ... ...                      | " " "                    | W. Oct. 12      | Dec. 21      |
| STAFFORD (afternoon) ...                                                | 6                          | Representative Men ... ...          | " " "                    | W. Oct. 5       | Dec. 14      |
| LYNDHURST (morning) ...                                                 | 6                          | Physical Geography ... ...          | H. J. MACKINDER, M.A.    | Th. Oct. 13     | Dec. 22      |
| NEWPORT, I.W. (evening) ...                                             | 12                         | Geography ... ...                   | " " "                    | W. Oct. 5       | Dec. 14      |
| RYDE (afternoon) ...                                                    | 12                         | Geography ... ...                   | " " "                    | Th. Oct. 6      | Dec. 15      |
| SOUTHAMPTON (evening) ...                                               | 6                          | Commercial Geography ... ...        | " " "                    | Th. Oct. 13     | Dec. 22      |
| VENTNOR (evening) ...                                                   | 12                         | Geography ... ...                   | " " "                    | Th. Oct. 6      | Dec. 15      |
| WINCHESTER (afternoon) ...                                              | 6                          | Physical Geography ... ...          | " " "                    | Th. Oct. 13     | Dec. 22      |
| BATH (afternoon) ...                                                    | 6                          | English in India ... ...            | J. A. R. MARRIOTT, M.A.  | Th. Oct. 6      | Dec. 15      |
| BATH (evening) ...                                                      | 6                          | English in India ... ...            | " " "                    | Th. Oct. 6      | Dec. 15      |
| BEDFORD (afternoon) ...                                                 | 12                         | Napoleon ... ...                    | " " "                    | T. Oct. 4       | Dec. 13      |
| BOURNEMOUTH (morning) ...                                               | 12                         | Age of Frederick the Great ... ...  | " " "                    | Th. Sept. 29    | Dec. 8       |
| BOURNEMOUTH (evening) ...                                               | 12                         | Colonies ... ...                    | " " "                    | W. Sept. 28     | Dec. 7       |
| CLEVEDON (afternoon) ...                                                | 6                          | Novelists ... ...                   | " " "                    | F. Sept. 30     | Dec. 9       |
| RUGBY (evening) ...                                                     | 12                         | England in the 18th Century ... ... | " " "                    | T. Oct. 4       | Dec. 13      |
| SOUTHBOURNE (afternoon) ...                                             | 12                         | Church and State Mediaeval ... ...  | " " "                    | W. Sept. 28     | Dec. 7       |
| SOUTHAMPTON (evening) ...                                               | 6                          | Novelists ... ...                   | " " "                    | T. Sept. 27     | Dec. 6       |
| STRATFORD (afternoon) ...                                               | 6                          | Not fixed ... ...                   | " " "                    | F. Oct. 7       | Dec. 16      |
| SWINDON (evening) ...                                                   | 12                         | French Revolution ... ...           | " " "                    | W. Oct. 5       | Dec. 14      |
| WELLS (evening) ...                                                     | 6                          | Novelists ... ...                   | " " "                    | Th. Sept. 29    | Dec. 8       |
| GRAVESEND (evening) ...                                                 | 6                          | English Painters ... ...            | D. S. MAC COLL, M.A.     | F. Oct. 4.      | Dec. 9       |
| HODDESDON (afternoon) ...                                               | 12                         | Victorian Poets ... ...             | F. S. BOAS, M.A. ...     | T. Sept. 27     | Dec. 13      |
| BAKEWELL (evening) ...                                                  | 6                          | Puritan Revolution ... ...          | C. E. MALLET, B.A. ...   | Th. Sept. 29    | Dec. 8       |
| HUDDERSFIELD (evening) ...                                              | 6                          | French Revolution ... ...           | " " "                    | Dates not fixed |              |
| LEAMINGTON (evening) ...                                                | 6                          | English Essayists ... ...           | " " "                    | F. Sept. 30     | Dec. 9       |
| WELLINGTON (afternoon) ...                                              | 12                         | Not fixed ... ...                   | " " "                    | W. Oct. 5       | Dec. 14      |
| BURY (afternoon) ...                                                    | 6                          | Wordsworth and Tennyson ...         | Rev. J. G. BAILEY, LL.D. | Th. Oct. 6      | Dec. 15      |
| CHESTER (afternoon) ...                                                 | 6                          | Shakespeare ... ...                 | " " "                    | F. Oct. 7       | Dec. 16      |
| BRIGHTON, WEST (afternoon) ...                                          | 12                         | Wordsworth, Shelley, Keats ...      | " " "                    | T. Oct. 11      | Dec. 20      |
| NEWBURY (afternoon) ...                                                 | 6                          | Shakespeare ... ...                 | " " "                    | Th. Sept. 29    | Dec. 8       |
| ROCHESTER (evening) ...                                                 | 6                          | Wordsworth and Tennyson ...         | " " "                    |                 |              |
| SALE (evening) ...                                                      | 6                          | Elizabethan Writers ... ...         | " " "                    | F. Oct. 7       | Dec. 16      |
| WINSLOW (evening) ...                                                   | 6                          | Shakespeare ... ...                 | " " "                    | M. Oct. 3       | Dec. 12      |
| PRESTWICH (evening) ...                                                 | 6                          | Not fixed ... ...                   | L. L. PRICE, M.A. ...    | M. Oct. 3       | Dec. 19      |
| RIPON (afternoon) ...                                                   | 12                         | Victorian Literature ... ...        | Rev. C. G. LANG, M.A.    | T. Sept. 27     | Dec. 6       |
| RIPON (evening) ...                                                     | 12                         | Victorian Literature ... ...        | " " "                    | T. Sept. 27     | Dec. 6       |
| CHELTENHAM (afternoon) ...                                              | 6                          | Victorian Writers ... ...           | E. H. SPENDER, B.A. ...  | W. Oct. 26      | Nov. 30      |
| BIRMINGHAM (evening) ...                                                | 6                          | English Handicraft ... ...          | C. R. ASHBEE, M.A. ...   | T. Sept. 27     | Dec. 6       |
| HIGH WYCOMBE (evening) ...                                              | 12                         | English Handicraft ... ...          | " " "                    | M. Oct. 3       | Dec. 12      |
| NEWCASTLE (afternoon) ...                                               | 6                          | Architecture ... ...                | " " "                    | W. Oct. 12      | Dec. 14      |
| NEWCASTLE (evening) ...                                                 | 6                          | Design as applied to Pottery ...    | " " "                    | W. Sept. 28     | Dec. 7       |
| OLDBURY (evening) ...                                                   | 6                          | Physiography ... ...                | A. B. BADGER, B.A. ...   | W. Oct. 5       | Dec. 14      |
| GARSTANG (evening) ...                                                  | 6                          | Chemistry of Common Life ...        | G. J. BURCH, M.A. ...    | T. Oct. 4       | Dec. 13      |
| GRANGE (evening) ...                                                    | 6                          | Chemistry of Common Life ...        | " " "                    | W. Oct. 5       | Dec. 14      |
| LOUTH (evening) ...                                                     | 6                          | Physiography ... ...                | " " "                    | Th. Oct. 6      | Dec. 15      |
| AMBLESIDE (evening) ...                                                 | 6                          | Physiography ... ...                | C. CARUS-WILSON, F.G.S.  | T. Oct. 4       | Dec. 13      |
| DEWSBURY (evening) ...                                                  | 6                          | Crust of the Earth ... ...          | " " "                    | M. Oct. 3       | Dec. 12      |
| HALIFAX (evening) ...                                                   | 6                          | Crust of the Earth ... ...          | " " "                    | Th. Sept. 29    | Dec. 8       |
| ILKLEY (evening) ...                                                    | 6                          | Crust of the Earth ... ...          | " " "                    | Th. Oct. 6      | Dec. 15      |
| OTLEY (evening) ...                                                     | 6                          | Outlines of Geology ... ...         | " " "                    | M. Sept. 26     | Dec. 5       |
| STAFFORD (evening) ...                                                  | 6                          | Crust of the Earth ... ...          | " " "                    | T. Sept. 27     | Dec. 6       |
| THORNTON (evening) ...                                                  | 6                          | Crust of the Earth ... ...          | " " "                    | F. Sept. 30     | Dec. 9       |
| ULVERSTON (evening) ...                                                 | 6                          | Outlines of Geology ... ...         | " " "                    | W. Oct. 5       | Dec. 14      |
| CAMBORNE (evening) ...                                                  | 6                          | Trade, Adventure, and Discovery     | K. D. COTES, M.A. ...    | M. Sept. 26     | Oct. 31      |
| FALMOUTH (evening) ...                                                  | 6                          | Trade, Adventure, and Discovery     | " " "                    | Th. Sept. 29    | Nov. 3       |
| LYMINGTON (afternoon) ...                                               | 6                          | History of English Social Life ...  | " " "                    | Th. Nov. 10     | Dec. 8       |
| PENZANCE (afternoon) ...                                                | 6                          | Trade, Adventure, and Discovery     | " " "                    | T. Sept. 27     | Nov. 1       |
| REDRUTII (evening) ...                                                  | 6                          | Trade, Adventure, and Discovery     | " " "                    | W. Sept. 28     | Nov. 2       |

| Centre.                                                 | No. of Lectures in Course. | Subject of Course.                          | Lecturer.                                       | Course begins. | Course ends.  |
|---------------------------------------------------------|----------------------------|---------------------------------------------|-------------------------------------------------|----------------|---------------|
| ROMSEY (afternoon) ...                                  | 6                          | History of English Social Life ...          | K. D. COTES, M.A. ...                           | W. Nov. 9      | Dec. 7        |
| TRURO (evening) ...                                     | 6                          | The Relation of History to Painting         | " "                                             | M. Sept. 26    | Oct. 31       |
| ALTRINCHAM (evening) ...                                | 6                          | History (Period not fixed) ...              | E. L. S. HORSBURGH, M.A. ...                    | F. Sept. 30    | Dec. 9        |
| CANTERBURY (afternoon) ...                              | 6                          | Literature of the 18th Century,<br>Series I | " "                                             | F. Oct. 7      | Dec. 16       |
| GLOUCESTER (evening) ...                                | 6                          | Crisis in English History ...               | " "                                             | M. Oct. 3      | Dec. 12       |
| GODALMING (evening) ...                                 | 10                         | Napoleon ...                                | " "                                             | T. Oct. 11     | Dec. 13       |
| RAMSGATE (afternoon) ...                                | 12                         | Literature of the 18th Century,<br>Series I | " "                                             | S. Oct. 8      | Dec. 17       |
| REIGATE (evening) ...                                   | 12                         | Times of the Georges ...                    | J. A. HOBSON, M.A. ...                          | M. Oct. 10     | Dec. 19       |
| BRIDPORT (evening) ...                                  | 6                          | Making of Wealth ...                        | " "                                             | T. Oct. 4      | Dec. 13       |
| CHESTER (evening) ...                                   | 6                          | Problems of Poverty ...                     | " "                                             | W. Sept. 28    | Dec. 7        |
| LEEK (evening) ...                                      | 6                          | Problems of Poverty ...                     | " "                                             | M. Sept. 26    | Dec. 5        |
| TEAN (evening) ...                                      | 6                          | Problems of Poverty ...                     | " "                                             | Th. Sept. 29   | Dec. 8        |
| PETERBOROUGH (evening) ...                              | 12                         | Physiography ...                            | H. R. MILL, D.Sc. ...                           | F. Oct. 7      | Dec. 16       |
| TUNBRIDGE WELLS (afternoon)                             | 10                         | Climate and Weather ...                     | " "                                             | T. Oct. 11     | Dec. 13       |
| WALLASEY (evening) ...                                  | 6                          | Astronomy ...                               | W. E. PLUMMER, M.A. ...                         | M. Sept. 26    | Dec. 5        |
| +SURREY COUNTY COUNCIL, eleven courses each of ...      | 12                         | Science ...                                 | A. D. HALL, M.A. ...                            | Oct.           | Dec.          |
| +KENT COUNTY COUNCIL, five courses each of ...          | 10                         | Science ...                                 | H. H. COUSINS, M.A. ...                         | Oct.           | Dec.          |
| SOMERSET COUNTY COUNCIL, five courses each of ...       | 12                         | Hygiene ...                                 | T. LEGGE, M.B. ...                              | Oct.           | Dec.          |
| +NORTHAMPTONSHIRE COUNTY COUNCIL, three courses each of | 12                         | { Chemistry ...<br>{ Hygiene ...            | G. J. BURCH, M.A. ...<br>LEONARD HILL, M.B. ... | Oct.           | March<br>Dec. |

*And others in process of arrangement.*

† Details of Courses not yet fixed.

Note.—Application for Courses and all information as to fees, etc., can be obtained from M. E. Sadler, Examination Schools, Oxford.

### Spring, 1893.

|                                |    |                                                |                              |               |               |
|--------------------------------|----|------------------------------------------------|------------------------------|---------------|---------------|
| *RYDE (afternoon) ...          | 12 | Geography ...                                  | H. J. MACKINDER, M.A. ...    | Th. Jan. 12   | Mar. 23       |
| *NEWPORT, (evening) ...        | 12 | Geography ...                                  | " "                          | W. Jan. 11    | Mar. 22       |
| *VENTNOR (evening) ...         | 12 | Geography ...                                  | " "                          | Th. Jan. 12   | Mar. 23       |
| BANBURY (evening) ...          | 6  | Novelists ...                                  | J. A. R. MARRIOTT, M.A. ...  | T. Jan. 10    | Mar. 21       |
| *BEDFORD (afternoon) ...       | 12 | French Revolution ...                          | " "                          | T. Jan. 17    | Mar. 28       |
| *BOURNEMOUTH (evening) ...     | 12 | Colonies ...                                   | " "                          | Th. Jan. 12   | Mar. 23       |
| *BOURNEMOUTH (morning) ...     | 12 | French Revolution ...                          | " "                          | F. Jan. 13.   | Mar. 24       |
| CHESTER (afternoon) ...        | 6  | Not fixed ...                                  | " "                          | Th. Jan. 19   | Mar. 30       |
| *EDGARSTON (afternoon) ...     | 6  | Hist. Plays of Shakespeare ...                 | " "                          | T. Jan. 24    | Apr. 18       |
| KNUTSFORD (afternoon) ...      | 6  | Ireland ...                                    | " "                          | W. Jan. 18    | Mar. 29       |
| *RUGBY (evening) ...           | 12 | England in the 18th Century ...                | " "                          | T. Jan. 17    | Mar. 28       |
| *SOUTHBORNE (afternoon) ...    | 12 | Church and State Mediaeval ...                 | " "                          | Th. Jan. 12   | Mar. 23       |
| SWINDON (afternoon) ...        | 6  | Europe since Waterloo ...                      | " "                          | W. Jan. 11    | Mar. 22       |
| *SWINDON (evening) ...         | 12 | French Revolution ...                          | " "                          | W. Jan. 11    | Mar. 22       |
| WARRINGTON (evening) ...       | 6  | England under the Tudors ...                   | " "                          | W. Feb. 1     | Mar. 20       |
| CHORLEY (afternoon) ...        | 6  | Shakespeare ...                                | F. S. BOAS, M.A. ...         | W. Jan. 18.   | Mar. 29       |
| HUDDERSFIELD (evening) ...     | 6  | Shakespeare ...                                | " "                          | Th. Jan. 19   | Mar. 30       |
| TODMORDEN (evening) ...        | 6  | Shakespeare ...                                | " "                          | T. Jan. 17.   | Mar. 28       |
| BURNLEY (evening) ...          | 6  | The Stuarts ...                                | C. E. MALLET, B.A. ...       | Th. Jan. 26   | Apr. 6        |
| RAWTENSTALL (evening) ...      | 6  | Not fixed ...                                  | " "                          | W. Jan. 25    | Apr. 5        |
| *WELLINGTON (afternoon) ...    | 12 | Not fixed ...                                  | Rev. C. G. LANG, M.A. ...    | T. Jan. 10    | Mar. 21       |
| *RIPON (afternoon) ...         | 12 | Victorian Literature ...                       | " "                          | T. Jan. 10    | Mar. 21       |
| *RIPON (evening) ...           | 12 | Victorian Literature ...                       | Rev. J. G. BAILEY, LL.D. ... | T. Jan. 24    | Apr. 4        |
| *BRIGHTON WEST (afternoon) ... | 12 | Wordsworth, Shelley, Keats ...                 | " "                          | M. Jan. 16    | Mar. 27       |
| GLoucester (evening) ...       | 6  | Shakespeare ...                                | L. L. PRICE, M.A. ...        | M. Jan. 16    | Mar. 27       |
| KEIGHLEY (evening) ...         | 6  | Social and Trades Movements ...                | W. G. COLLINGWOOD, M.A. ...  | Th. Jan. 26   | Apr. 6        |
| ILKLEY (afternoon) ...         | 6  | Venetian Art ...                               | C. R. ASHBEY, M.A. ...       | Th. Jan. 19   |               |
| BATH (afternoon) ...           | 6  | Architecture as the Language of English People | " "                          | Th. Jan. 19   |               |
| BATH (evening) ...             | 6  | Architecture as the Language of English People | " "                          | Th. Jan. 19   |               |
| CLEVEDON (afternoon) ...       | 6  | Not fixed ...                                  | " "                          | F. Jan. 20.   |               |
| CLEVEDON (evening) ...         | 6  | Not fixed ...                                  | " "                          | F. Jan. 20    |               |
| *HIGH WYCOMBE (evening) ...    | 12 | English Handicraft ...                         | " "                          | M. Jan. 9     | Mar. 20       |
| DOVER (evening) ...            | 12 | Crust of the Earth ...                         | C. CARUS-WILSON, F.G.S. ...  | W. Jan. 18    | Apr. 5        |
| *LYMINGTON (afternoon) ...     | 6  | English Social Life ...                        | K. D. COTES, M.A. ...        | Th. Feb. 2    | Mar. 2        |
| *ROMSEY (afternoon) ...        | 6  | Painting in Modern Europe ...                  | " "                          | W. Feb. 1     | Mar. 1        |
| STROUD (afternoon) ...         | 10 | Astronomy ...                                  | Dr. FISON ...                | Jan. 16 or 17 | Mar. 20 or 21 |
| STROUD (evening) ...           | 10 | Astronomy ...                                  | " "                          | Jan. 16 or 17 |               |
| OLDBURY (evening) ...          | 6  | Hygiene ...                                    | T. M. LEGGE, M.B. ...        | Jan. 16 or 17 | Mar. 20 or 21 |
| *PETERBOROUGH (evening) ...    | 12 | Physiography ...                               | H. R. MILL, D.Sc. ...        | F. Jan. 27    | Apr. 7        |

\* Continued from Autumn, 1892.

| Centre.                                            | No. of Lectures in Course. | Subject of Course.                 | Lecturer.                | Course begins. | Course ends. |
|----------------------------------------------------|----------------------------|------------------------------------|--------------------------|----------------|--------------|
| ABERGAVENNY (afternoon) ...                        | 6                          | Browning and Tennyson ...          | C. E. VAUGHAN, M.A.      | Jan. 27 or 28  | Ap. 7 or 8   |
| *RAMSGATE (afternoon) ...                          | 12                         | Literature of the 18th Century ... | E. L. S. HORSBURGH, M.A. | S. Jan. 28     | Apr. 8       |
| *REIGATE (evening) ...                             | 12                         | Literature of the 18th Century ... | " " "                    | M. Jan. 30     | Apr. 10      |
| †SOMERSET COUNTY COUNCIL, five courses each of ... | 12                         | Chemistry ...                      | not fixed                | Jan.           | April        |
| †KENT COUNTY COUNCIL, ten courses each of ...      | 10                         | Chemistry ...                      | H. H. COUSINS, M.A.      | Jan.           | April        |
| Not fixed ...                                      | ...                        | Not fixed ...                      | T. LEGGE, M.B.           | Jan.           | April        |
| †SURREY COUNTY COUNCIL, five courses each of ...   | 12                         | Chemistry ...                      | A. D. HALL, M.A.         | Jan.           | June         |

\* Continued from Autumn 1892.

† Details of Courses not yet fixed.

## THE CHICAGO UNIVERSITY EXTENSION.

THE new university of Chicago has just issued an elaborate and carefully digested scheme for its projected work in University Extension. From the *Bulletin* (No. 6, June, 1892), which contains this scheme, we extract the following summary of the projected work.

1. That part of the work of the university which is conducted at the University and for students in residence, constitutes the work of the *University proper*. That, however, which is organised and conducted for students not in residence, and at some point other than the University, constitutes *University Extension* work.

2. To provide instruction for those who, for social or economic reasons, cannot attend in its class-rooms is a legitimate and necessary part of the work of every university. To make no effort in this direction is to neglect a promising opportunity for building up the university itself, and at the same time to fall short of performing a duty which, from the very necessities of the case, is incumbent upon the university. It is conceded by all that certain intellectual work among the people at large is desirable; those who believe in the wide diffusion of knowledge regard it as necessary. All are pleased to see that it is demanded. This work, while it must be in a good sense popular, must also be systematic in form and scientific in spirit, and to be such it must be done under the direction of a university, by men who have had scientific training. For the sake of the work, it should in every instance come directly from the university, that thus (1) there may be a proper guarantee of its quality; (2) character may be given it; (3) continuity may be assured; (4) suitable credit may be accorded. The doing of the work by the university will (1) do much to break down the prejudice which so widely prevails against an educated aristocracy; (2) give to a great constituency that which is their just right and due; (3) establish influences from which much may be expected directly for the university; (4) bring inspiration to both professor and pupil in college and university; (5) bring the university into direct contact with human life and activity.

3. It is certain that the undertaking of such work by the university carries with it several dangers; (1) that which is not really university work, and which has no right to be recognised as such, will be put forward under this name, and thus the university will be brought into reproach. But if the work is an organic part of the university, directed and controlled by the university, and if the distinction between university work and university Extension work is clearly indicated, the danger is reduced to the minimum. Under any other than direct university management, it must be conceded, this danger is increased. (2) The doing of such work by the professors of the college or the university will necessarily compel these professors to neglect their regular professional duties, and will occupy time which ought to be given to investigation and research. But if the work is recognised as a part of the University, and there is provided for it a *separate and distinct faculty of instructors*, this danger also is guarded against.'

## THE EDUCATIONAL EFFECTS OF UNIVERSITY EXTENSION.

A LOCAL secretary, whose experience in University Extension and other educational work entitles her opinion on the subject raised in her letter to high consideration, writes as follows:—

'The work of the Extension scheme, as affording a means of education in its best sense, seems to me to be well illustrated by one or two cases that have come under my notice in our local centre. The cases in question have been those of young men engaged in manual trades, who, before our courses were started, had nothing but the usual national school education. A certain number of more or less useless facts had been instilled, and by their aid the necessary examinations passed, but the absence of real mental or moral training was evident in the lack either of any intellectual interest, or of any desire to do a bit of honest work in the world. Under the stimulus, however, of preparing for our literary and historical courses, and directed by the broader views of culture and higher ideals thus put before them, not only has much good, steady, mental work been done and enjoyed, but wider and nobler ideas of life have been acquired. The higher education has not had the effect, that some prophecy, of making them discontented with their position, anxious to become clerks or attain some other fancied rise in the social scale, but has given them the desire to do better and more honest work in their own trades, and has opened their eyes to the beauty of all *good* work.'

'It is, of course, impossible or the University lecturer to use the personal influence that is often perhaps needed to effect this, but it is as affording a rallying point, as giving stimulus and direction, and an object of common intellectual interest, that the Extension lectures seem to me to give such invaluable help to those already engaged in attempts to provide healthy interests for our young working lads.'

## INFORMATION TO CONTRIBUTORS.

*All communications should be addressed to the Editor, OXFORD UNIVERSITY EXTENSION GAZETTE, University Press, Oxford.*

*All matter intended for insertion in the September issue should reach him not later than August 20.*

*Contributions should be written on one side of the paper only, and must be accompanied by the name of the writer (not necessarily for publication).*

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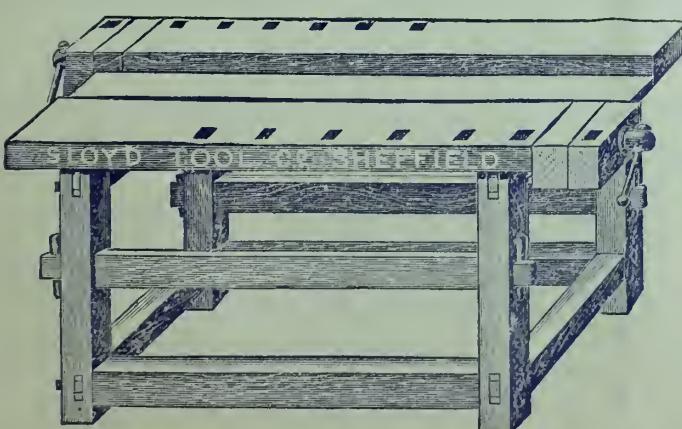
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# THE OXFORD UNIVERSITY EXTENSION GAZETTE

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A MONTHLY RECORD AND MAGAZINE DESIGNED TO FURTHER THE AIMS  
OF  
UNIVERSITY EXTENSION IN ENGLAND AND WALES

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## CONTENTS

|                                                                |                                                                              |
|----------------------------------------------------------------|------------------------------------------------------------------------------|
| A Workman's Impressions of the Summer Meeting :                | The County Councils and the Extension Movement                               |
| Notes on the Work                                              | Local Secretaries' Conference                                                |
| Suggested Conference on University Extension at Oxford in 1893 | Oxford University Extension Calendar of Examination Results V                |
| The Principles of Ventilation as applied to Dwelling-Houses    | Arrangements for 1892-93                                                     |
| Letters to the Editor                                          | University Extension and the New Directory of the Science and Art Department |
| A College of Economic Science                                  | Scholarships and Prizes                                                      |
|                                                                | Pupil Teacher Scholarships                                                   |

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SEPTEMBER, 1892.

[ONE PENNY.

\* \* \* The next number will be published on October 4, and will contain a report of the opening meeting of the Reading University Extension College on September 29, as well as various reports of Lectures and Classes held during the Summer Meeting.

## IMPRESSIONS OF THE SUMMER MEETING.

### VI. By a Workman<sup>1</sup>.

So much has been said and written of the annual gathering at Oxford, that it becomes a matter of difficulty to treat the subject with any degree of originality, or to record impressions which have not been previously expressed by writers on the same theme. The Summer Meeting is fast taking rank as an important national fixture, its fame has reached other lands and brought the stranger within our gates, and that which was an experiment has found its justification in a continued and growing success. If individual expressions of opinion are to be trusted, the popularity of the meeting is growing with its years. Such terms as 'splendid meeting,' 'delightful gathering,' 'charming experience,' &c., are commonly heard by the visitor, and over it all there is a confused sense of pleasure which no words can exactly define. But however worthy the meeting is of such admiration, I do not propose to follow the enthusiast in thus multiplying adjectives in its praise, as I believe that the value of the institution must be measured by a higher standard than the mere pleasure it affords. I take it that it has for its primary purpose an educational stimulus, and the welding together of common sympathies in University Extension work, and, in so far as it accomplishes this double purpose, in that degree is it to be considered a successful meeting. To the discussion of the question in that light this sketch is devoted. The meeting of 1892 is, I believe, the largest which has been held since the gathering was instituted. Visitors from every part of the United Kingdom, from other countries and other continents, flocked to Oxford until they were numbered by hundreds, and at the sight of this huge gathering of people of both sexes, the question immediately occurred to me,—Does this mass of people represent the progress of University Extension? Is the force of the movement here focussed to gather fresh strength for further success? Is this great meeting a true gauge of the increased influence of what is known as the movement for higher education? And here let me say that a slight addition to the otherwise admirable arrangements would have furnished an answer in some measure to these questions. If those who signed themselves in the visitors' book as having attended University Extension lectures had been distinguished by some special mark in the published list of visitors, the number of University Extension students as distinguished from 'other' students would have been ascertained, and the relative value of the meeting to the University Extension movement would have been apparent<sup>2</sup>. The question here involved is an important one, touching as it does the present position and future prospects of this great educational enterprise. We have plenty of cynical assurances that University Extension is

played out, that our certificates are worthless, and that its lectures evaporate before the stern realities of practical life, leaving no trace of real benefit behind them. These statements and other insinuations are frequently hurled at the heads of those who support the scheme, and I conceive it to be a valuable argument against this sort of thing to point to numbers as a proof that such conclusions are untenable and unwarranted. If the University Extension movement is capable of drawing hundreds of students to a centre of interest like Oxford, and there engaging them more or less in study, and that at a time when many of them have a hardly-earned vacation, then it is not the dying enterprise which some of the prophets foretell. It legitimately lays claim to the creation of an interest which is at once permanent and profitable, and if the number of bona-fide students increases from year to year, then it affords additional proof that the movement as a whole is increasing in interest and attraction. What it is really necessary to do is to show that University Extension is the *dominant* influence in the meeting, and is second to none other, and if the actual number of University Extension students was shown, it would in some measure prove that such was the case, and various wrong descriptions of the gathering would find a speedy grave.

After the consideration of numbers the organisation of the meeting at once impresses itself on the mind. When its huge proportions and various activities are remembered, it becomes a question of some importance to successfully engineer so great a concern. To say that the organisation is complete is to give but faint praise, as everything works so smoothly, and the arrangements are so exact and excellent, that it becomes a positive wonder as to where the secret of successful organisation lies. Of course the organisers are entitled to unstinted praise for indomitable energy and unfailing courtesy, but it appears to me that the plan of organisation itself is as worthy of admiration as the energy which carried it into effect. The whole scheme is devised to cover every want, and gives that information, assistance and general satisfaction which is so desirable for 'a stranger in a strange land.' But although so much that is good and laudatory can be said for the present system I venture to think that two changes are inevitable. (1) The number of students must be limited. (2) A more distinct grouping of subjects of study must be accepted. The reasons for the first are obvious. However desirable it may be to have the argument of numbers, it is equally desirable that the organisation should not be over-weighted, and its effect marred by cumbrous proportions. The tendency as shown from year to year is for the numbers to increase, and although this may be good as an advertisement, it is not good from the view-point of educational effect. A smaller and truly representative gathering of those associated with the movement with which the meeting stands identified would be equally powerful as an argument, and very much better in compactness and general tone. This by no means conflicts with what I have already said about the statistical proof of the increased interest in University Extension, as proved by the numbers attending the Summer Meeting, as it could be easily shown that the numbers who were privileged to attend, and those who might wish to attend but were prevented by a limit adopted by the authorities would furnish the proof in the same way. In suggesting the second of what I have called inevitable changes I am aware I am treading

<sup>1</sup> For Impressions Nos. 1-5, see pp. 121-123 of the August number.

<sup>2</sup> This is an admirable suggestion and might well be adopted. The list of visitors, which was very incomplete through students failing to enter their names, shows that more than half were Extension students. This probably understates the University Extension element in the Meeting.—ED.

on delicate ground. Undoubtedly sound reasons can be adduced for the present system, viz. the grouping of lectures round a fascinating period like the Renaissance, introducing a variety of subjects and lecturers, but it appears to me that its weakness lies in carrying the energies of the student over too great an area, and is apt to produce a haze which may prove very bewildering. Every student has something of a preference in the way of Science or Literature, and if under these two heads short courses of lectures were arranged, the results would be altogether better. Of course I shall be told that it is at the second part of the meeting that the real work is done<sup>1</sup>; but I do not see why the first part should not also be productive of real work. I am not now arguing for close analysis or all the details of a severe course of lectures, but I think that the division of the meeting into *Literature* and *Science* students, with evening lectures for both, is to be preferred rather than the present system which is too diffuse. But doubtless something of this kind will evolve in time.

I should like also to suggest that something in the way of a *general* conference on local organisation should be admitted into the programme. Those of us who are engaged in University Extension work know how important it is to have an active local committee, with a clear definite plan of work, and resolute energy to carry it out, and an interchange of views on this matter would be of great service to representatives from struggling centres. The conference of local secretaries hardly comes up to my ideal. If one or two papers on local organisation were given by active workers, giving hints and suggestions as to methods of carrying on the work, a discussion would be sure to follow which would undoubtedly prove profitable to the representatives from the various centres. I admit that the requirements of centres vary, and uniform methods would be found impracticable, but I think that such a conference would be fruitful in suggestions and a good deal of encouragement to those engaged in the work.

The composition of the meeting is very suggestive, the large preponderance of ladies and the small number of working men being especially noticeable features. It is infinitely to the credit of the fair sex that they have discovered the merits of the Summer Meeting, and set an example of appreciation which the sterner brethren would do well to follow. Their industry was extraordinary, even to carrying away sketches of the lecturers, and the store of information contained in their note-books must be enormous. Next year must be very desolate when there is no meeting in prospect. With regard to the comparative absence of 'working men,' it is to be admitted that the term is a very wide one, and may mean anything from a Cabinet Minister to a scavenger, but what is meant here is the class of manual labourers and wage earners which University Extension is so anxious to reach, and which it is specially designed to benefit. And here we are confronted with the great problem of the movement—Why is the working man in such a minority at the lectures and the Summer Meeting? For the simple reason that University Extension begins at a point at which the great majority cannot begin, and instead of becoming education for the many it is education for the few. When this has been remedied University Extension will include a much larger representation of the working-class element than at present, and they will be seen at the annual gathering in larger numbers.

And now I must close these scattered impressions. If I have not dwelt on the many delights which the visit to Oxford affords it is not because I am unmindful or unappreciative of them. The kindness of those in authority, the good fellowship of comrades in study, the effect of classic associations, above all the mental stimulus which is obtained, these all write the visit indelibly on the memory, and enable the true student to say that when he has visited the Summer Meeting he is all the better for it.

JOHN U. BARROW.

*Backworth, Northumberland.*

## NOTES ON THE WORK.

Two features of the recent Summer Meeting call for record and special comment. The presence of so many American friends, notably that of the Staff-Lecturers of the American Society, Messrs. Rolfe and Devine, has distinguished this from all preceding gatherings. Oxford belongs to the English speaking world, and the Summer Meeting may do something towards strengthening the ties of friendship between the friends of education in England and America. In the lectures of Messrs. Rolfe and Devine deep interest has been taken, and we all hope that we shall soon see them both again.

. . .

The second point to which attention should be drawn in regard to this year's meeting has been the presence of so many teachers, both men and women, in Elementary Schools. In education there is, to adopt Browning's words, 'no first or last.' Oxford belongs in a special degree to teachers. Teachers of diverse experience may therefore fitly meet here summer by summer, and carry away into the furthest outposts of the educational campaign the stimulus of University thought and life, which still, as in the days of Wharton, fills 'with filial transport' the loyal sons and daughters of Oxford and Cambridge.

. . .

Excellent reports of this year's Summer Meeting have appeared in the Press. The Oxford local papers, as usual, published admirable records of the proceedings. Among the London daily papers, special mention should be made of the *Daily Chronicle*, which gave a detailed and interesting report of each day's work during the Meeting, and the *Times*.

. . .

The students attending the Oxford Summer Meeting of 1892 have subscribed £67 10s. 6d. to be used in connection with the University Extension movement, the application of the fund being left to the Secretary to the Delegacy. The kindness of this gift and the thoughtful consideration of the donors are deeply appreciated.

. . .

In the *Daily News* for August 23 there appeared an attractive account of the Cambridge Summer Meeting, written by one of the students. He has evidently much enjoyed the pleasant hospitality and friendliness shown to himself and his fellow students, especially by the resident members of Selwyn College, where he was given rooms. It is pleasant to think that both at Oxford and Cambridge, parts of the Long Vacation are now being used for the stimulating and recreative instruction of unmatriculated students.

. . .

University Extension has no polities. The cause has strong and faithful friends in every party and on each side of the House of Commons. Mr. Goschen founded the London Society, Mr. James Stuart is the father of our movement; Mr. John Talbot, Sir John Mowbray and Sir Albert Rollit have shown themselves loyal and helpful supporters of the cause. But we may be pardoned for taking especial pleasure in the rapid recognition of the abilities of Mr. Arthur Acland—the first Secretary of our Oxford branch of the Extension movement, the friend of Professor Green and of Arnold Toynbee, the man who made Oxford and the Co-operative Movement personally acquainted with one another. In Mr. Acland the nation will have a Minister of Education with ideas, and no more hopeful augury could be given for the tact, consideration, and sympathy of his administration than his speech at Rotherham on August 24. 'It was the interest which I had taken in the Oxford University Extension movement

The New  
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of  
Education.

<sup>1</sup> The writer was not able to be present during Part II.

which largely brought me into acquaintance with the workmen of the North,' he said in the course of his address, and he did not fail to show his recognition of the faithful work which is being done for education both by the Department itself, the Science and Art Department at South Kensington, the Charity Commission, the Universities and the body of inspectors, and last but not least, the great army of teachers themselves. 'Wherever I find any group of men or women, or any man or woman, who have in their hearts a single-minded desire to improve the national education of the country, to brighten and cheer the lives of the children in our schools, to give them anything which would enable them to have happier homes and be more intelligent citizens of a country which needs all the intelligence that can be brought to bear on the political and social problems that lie before us, I shall be willing to help them to carry out their object.' These are wise, sympathetic, humane words, and the man who can do this—while maintaining discipline and preventing waste—will be a great Minister of Education. Approached in this spirit, education will more and more be drawn out of the party tangle on to the higher ground where parties loyally co-operate for the common weal.

..

We have previously called attention to the excellent Extension work which is being done by Professor Munro and his friends at Brown University (Providence, R. I.). A report of this work, contained in the 'Fifth Circular to the Alumni' of the University (May, 1892), has now reached England. It seems that thirty-five courses of lectures were given last winter to between 1500 and 2000 people in sixteen towns by fourteen lecturers. The subjects of the courses included Constitutional and other History, English Literature, Political Economy, Art and Architecture, Botany, Physiology, Zoology, Physics, Electricity, Astronomy. English Literature heads the list with thirteen courses, History follows with nine. The sciences between them account for eleven.

#### SUGGESTED CONFERENCE ON UNIVERSITY EXTENSION AT OXFORD IN 1893.

THE following memorial has been transmitted to the Delegates :—

*To the Delegates of the Oxford University Extension Lectures.*

In view of the fact that there is to be no Summer Meeting next year at Oxford, it is felt that, in the present condition of the University Extension Movement, it is most desirable that Local Secretaries should have an opportunity of meeting together and conferring with Representatives of the Delegates, and the Lecturers, before 1894.

The undersigned Secretaries beg therefore respectfully to ask whether it would be possible to arrange that the Secretary and one Delegate from each Local Centre should meet at Oxford sometime during the year 1893.

The memorial is signed by the Local Secretaries at thirty-nine centres, viz.:—Altringham, Bakewell, Basingstoke, Bath, Bowdon, Bradford (Thornton), Brecon, Bridport, Bury, Camborne, Carnforth, Cheadle, Chester, Derby, Edgbaston, Exeter, Gloucester, Hebden Bridge, Huddersfield, Ilfracombe, Ilkley, Nelson, Newbury, Newport I.W., Peterborough, Prestwich, Rawtenstall, Reading, Rochdale, Romsey, Ryde, S. Austell, Skipton-in-Craven, Tavistock, Tunbridge Wells, Warrington, Wells, Whitehaven, Winchester.

## THE PRINCIPLES OF VENTILATION AS APPLIED TO DWELLING-HOUSES.

### PRIZE ESSAY, MAY COMPETITION.

BEFORE considering the subject of ventilation, it is desirable to note the constituents of pure air, and the changes which it undergoes in the process of respiration.

|                          | Oxygen. | Nitrogen. | Carbonic Acid. |
|--------------------------|---------|-----------|----------------|
| Ordinarily, air contains | 20.81   | 79.15     | .04            |
| Expired air contains     | 16.933  | 79.557    | 4.38           |

This shows that the chief change in the composition of the air effected by the process of respiration is the loss of four to five per cent. of oxygen, and the gain of four per cent. of carbonic acid.

It must also be noted that expired air contains organic impurities, as much as thirty grains of organic matter being eliminated from the lungs of a single individual in twenty-four hours.

Experiments made by Dr. de Chaumont prove that whenever the air of an inhabited room contains .2 parts per 1000 of carbonic acid more than the outside air, the air of that room is perceptibly 'stuffy.' It is not the carbonic acid alone, but also the organic matter and excess of moisture which make the air foul; but as these latter are fairly proportional, the carbonic acid alone may be taken as the measure of the impurity of the air.

The results of numerous experiments show that 3000 cubic feet of pure air are required per hour for each person in a room, to sustain the purity of the atmosphere in that room.

It is therefore obvious that the air of dwelling-rooms must be frequently changed.

To obtain successful ventilation it is necessary :—

1. That the entering air be pure.
2. That it pass continually into the room.
3. That there be sufficient outlet for the impure air.
4. That no draught be perceptible.

The methods of ventilation may be classed under two heads :—(a) natural ventilation, (b) artificial ventilation. Between these two classes there is no distinct line of division, but the former term is generally used in connection with methods which do not require elaborate machinery, or involve considerable trouble or expense. As in the average dwelling-house no elaborate or expensive apparatus is used, those methods only which can be classed under the head of natural ventilation will now be considered.

### NATURAL AGENTS OF VENTILATION.

1. *The diffusion of gases*—that is, the property by which every gas fills the whole of the space in which it is—tends to make the composition of the air uniform. But this does not change the air sufficiently, though it does cause a constant interchange of gases through every hole and chink in the stone, brick, and wood-work, &c., of a room. It does not affect the organic impurities in the air, and to remove these it is necessary to flush the room with air periodically.

2. *The differences of temperature of masses of air*, producing movement by reason of the variation in the weight of air, hot air being lighter than cold. Thus movements in the air are constantly occurring, and this causes ventilation whenever the air in a room is hotter or cooler than the outside air.

3. *Winds* are valuable agents in flushing rooms. Even if the wind is almost imperceptible the air of a building will be changed if the windows are set open on each side. The chief drawback to the wind as a ventilating agent is its irregularity.

To apply these natural agents, and at the same time to carry out the rules necessary to the success of any method of ventilation, certain points must be observed.

(a) An inlet and an outlet must be provided, and these should not be exactly opposite or very near to each other,

or the tendency would be for a current of air to pass through without diffusion taking place.

(b) The inlets must bring air from a pure source. It is dangerous to ventilate a room from a passage or another room, because if the air in the room is hotter than in the passage, it will draw in many impurities from that passage.

(c) As outside air is usually colder and heavier than inside air, it would appear at first sight that it should enter near the floor. But this would inevitably cause a draught. If it is caused to enter in an upward direction it will fall gently, and diffuse throughout the room. The force of the current makes the cool air continue its course upward till checked by the ceiling, when it is thrown back and descends, mixing with the warm air. The inlets, therefore, must be placed slightly above the average level of human heads, and shaped so that the air is forced upwards. If the entering air is warmed, there is no reason why the inlet should not be placed near the floor.

(d) The outlet should be near the ceiling, and should, if possible, be placed so that the out-going air does not become much cooled, or the discharge through the outlet will be uncertain. Generally the chimney is the chief outlet tube, and with an open fire forms a good one. The objection here is that the mouth of the chimney is low down, and much of the air needed for breathing is carried away, instead of the vitiated air which, by reason of its lightness, has risen. An outlet near the ceiling, leading to the chimney, may be used, but then the difficulty occurs that smuts, &c., enter the room at times.

#### METHODS OF VENTILATION.

The simplest and cheapest plan is that suggested by Mr. Hinckes Bird. Open an ordinary sash window at the bottom, and place in the opening a tightly fitting board, and close the sash upon the board. Thus an opening is made between the two sashes, which allows an entrance for the air, and directs its course upward, right against the window pane. This arrangement may be objected to by nervous people, because it looks unsafe, but the window can be made perfectly secure by means of bolts. Another objection made is that so much dirt enters, in towns; but by a little trouble cotton-wool can be fixed in the opening, which acts as a filter for the air. Where Venetian blinds are used, the upper sash of the window may be opened, and the laths of the blind inclined upward, to cause the air to take an upward course.

A similar principle is adopted in 'Moore's ventilation.' This consists of a series of louvres, mounted on hinges in a metal frame, so that it can be closed or opened by means of a string. This contrivance needs careful attention, as the metal work is apt to become rusty, and get out of order.

In French windows, the upper part may be made to swing on a hinge, and be opened to any angle. If side pieces are fixed to the window, so that a sort of box, opening only at the top, is formed, when the window is open, the direction of the entering current will be rightly maintained.

None of these plans provide for the air being warmed. If proper attention is paid to the principle of ventilation when a house is being built, suitable means may be adopted with comparatively little expense.

In almost all rooms, the chimney with a valve or flue working in connection with it, provides the chief outlet. An open grate certainly wastes heat, but a fire in it is a valuable agent in helping the escape of foul air.

There are many other contrivances for the provision of pure air, and for the removal of foul air, and in the more elaborate ones suitable means are taken for warming the fresh air before it enters the rooms. But none of these methods dispense with the necessity for frequently opening the windows, to flush the rooms with pure air. In all systems of ventilation, the principles are practically the same. Whatever system supplies a constant and sufficient supply of pure air, and a constant removal of impure used-up air, without draught, dirt, or noise, must be true to the principles of ventilation.

CONSTANCE MILNE.

#### LETTERS TO THE EDITOR.

[*We do not hold ourselves responsible for the opinions expressed by our correspondents.*]

##### Summer Meeting Lectures.

SIR,—A word of comment upon the lectures which have been delivered during the first half of the Summer Meeting may perhaps be permitted, without undue trespass against the lecturers.

If the opinions of the students could be candidly expressed, otherwise than by attendances which in this case are misleading as a test, their voice would probably be found to go in favour of such lectures as have been general and comprehensive in their treatment of the chosen subject; whilst lectures which have merely elaborated text book or biographical details would remain comparatively unappreciated; the reason being that whilst the Fact and Dates lecture is perhaps excellently adapted to form part of a teaching course at a local centre, it seems less in place when addressed to a centralised assembly of picked students.

Would it not be reasonable if each lecturer assumed that his listeners were acquainted with outlines, except in obscure and unfamiliar instances, and that they came in the hope of hearing him deliver views and expound principles which might be helpful towards a clearer understanding of the period or subject?

Many lecturers have handled their themes in this way, and after so masterly a fashion that their instruction has proved invaluable. Some on the other hand, either by design or accident, have appeared to be speaking to what they may have deemed the average intelligence of their hearers, forgetting that there is no stimulus so effective with students as the assumption that their knowledge is up to a fairly high standard. If not true at the time, or of all the audiences, it is likely to become truer in succeeding years.

Above all, the least admirable in this connection, however suitable elsewhere, is the lecture to which may be applied the term 'Popular.' It is an expressive word and need not be defined further than by saying that an illustrated or even an amusing lecture may quite escape this label. The summer students are hardly 'Angelinas,' though some of them may wish that they were as clever in their way. They are endeavouring to respect themselves as learners, and have come to the headquarters of learning seeking to assimilate a little of the spirit of Ancient and Modern Oxford. Hence the propriety of emphasising on all convenient occasions the University character of the movement.

Everything which enhances its dignity, or which tends to increase the respect with which its surroundings are regarded, helps to create enthusiasm, and this, when carried home, dissipates many difficulties at the local centres.

These few remarks are offered in the friendliest way to those who ordinarily are supposed to be 'six feet above criticism'; but at this Meeting there has been very little to criticise and very much to satisfy.

I am, Sir,

Yours faithfully,

K.

#### The 'Paper Work' of the O. U. E. Scheme.

DEAR SIR,—Mr. Marriott's 'rejoinder' on the Paper Work of the O. U. E. scheme invites 'an interchange of ideas between organisers, lecturers and thoughtful critics.' Such an opportunity should be gladly embraced by many who, like myself, belong only to the last of these three classes, but whose knowledge of the working of the Extension scheme in particular neighbourhoods may be not inconsiderable.

I fully agree with Miss Punch's remarks as quoted by Mr. Marriott, and, like her, I venture to express the opinion that in many centres the method of the paper work 'offers a direct inducement to the students to be shallow and superficial.' Miss Punch writes 'from the point of view of one who has attended a great many lectures'; I write from the point of view of one who has long been responsible for the revision of most of the paper

work of a Lecturer not upon the Extension staff. That lecturer is my husband, and to convert the tone of his paper work from 'shallow and superficial' to thorough and conscientious, has been, for years, our joint endeavour.

Mr. Marriott and Miss Punch are at one in 'laying the utmost stress upon the importance of the paper work,' but whilst Mr. Marriott practically restricts the office of the lecturer in this department of the work to training his students 'in the act of expression and composition,' those who complain with Miss Punch would probably contend that no paper work can be adequately gauged, or satisfactorily dealt with, unless due regard is paid (1) to material, (2) to style. To overlook either of these aspects of a paper, or to merge the two in one so that good style may be allowed to disguise bad material, or good material may compensate for a defective style, is but to confuse the student, and to put additional difficulties in the way of thorough and systematic work.

To go to the root of the matter I may perhaps venture to express more clearly the conviction which Miss Punch presumably shares, namely that the reason why the papers are, in some centres, shallow and unsatisfactory is because the lecturers at such centres *demand nothing better*. They praise and encourage, instead of criticising and exposing such work, and they do not require from their students 'the thorough and systematic papers demanded by the corresponding tutors.' As a rule a lecturer gets what he asks for, and this explains the vast difference in the quality of the paper work at various centres. Every one familiar with paper work *en masse*, must know that at the beginning of a course the bulk of the papers are often full of elementary faults. Not only is the material meagre, but the spelling is bad, the grammar faulty, the composition lame, and the writing untidy. The comment of a lecturer, secure in the privacy of his study, is too often 'atrocious'; but that comment when repeated to an audience is frequently merged in the more polite remark that 'the papers are, upon the whole, satisfactory.' The reason of this is not far to seek. In a movement which has barely ceased to struggle for existence, the consideration of popularity must be taken into account, and both lecturer and audience are tempted to grasp too early at results. Yet such a policy is not only fatal to success but actually fails to achieve the end which it has immediately in view. Students are perfectly well aware of the sort of work which will pass muster with an indulgent lecturer. The remark made to me by a girl of seventeen, whose paper in common with others had been eulogised by the lecturer as 'finished literature' (*sic*) was, in this connection, instructive. 'Why are not our papers published?' was the speech which she made in happy unconsciousness of its irony. Equally to the point was the reason given the other day by the Lady Principal of a Collegiate School as a ground for preferring one Extension lecturer to another—'He will be harder upon their papers.' Many such instances might be adduced to show that when unmerited praise is scattered broadcast a premium is placed upon bad work, and that when such elementary rules of marking as a practical reserve of the maximum, are habitually set aside, the result is in the highest degree disastrous to the quality of the papers.

This is not the place in which to discuss the methods by which a bundle of chaotic and slovenly paper work may be reduced to order and even raised to beauty. Such methods are well known to experienced and successful teachers. Far be it from me to suggest that any Extension lecturer is incapable of distinguishing between good and bad work, or to dispute that in some centres the papers are all that can be desired. All I maintain is that for any lecturer to call bad work good, is not only a mistaken kindness to the student, but is one of the gravest mistakes which it is possible to make in promoting the success of the movement. It is a truism to remark that sincerity, conscientiousness, a readiness to rate work at its true value, is the first qualification of a student, and, as such, is characteristic of the moral temper in which the lecturer finds his strongest ally. To awaken such a spirit in an audience in which it is only latent, or to stimulate it where it is only stirring, is one, and not the least important, of the functions of the class and of the paper work. Nor need this necessitate great detail. A few expressions dashed—a sentence read aloud

—a comment on the handwriting—a stricture on a quotation—above all a *kindly but severe* word of criticism and a *true estimate*, by marks or otherwise, of the paper as a whole—these and similar methods are already in use in the class-room of every first-rate lecturer. Those whose happiness it has been to work under such men know the result; they know also that such a result can only be achieved by a discipline at once gentle and severe, a discipline which aims at something higher than popularity.

In conclusion may I suggest that in the inferior quality of the paper work of various centres, we may see, were it needed, one more argument for that study of the classics which is now being urged by supporters of the movement. Who that knows anything of Latin Prose could rest content with that collection of lame and nerveless sentences too often made to do duty for the English essay? What student would not be the better for a familiarity with the precision of Greek syntax, the lucidity of Greek thought, the music of Greek utterance? And where, if not in classical literature, are students to learn that 'refined common sense' which will render the production of 'shallow and superficial' papers at once unattractive and impossible?

I am, Sir,

Yours obediently,

Aug. 18, 1892.

MARGARET E. LUCE.

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#### The Extension Degree.

DEAR SIR,—Will you allow me, as one taking a great interest in University Extension, an interest strengthened by my attendance this year for the first time at the Summer Meeting, to protest against the proposal made by Mr. Sadler at the meeting of teachers in elementary schools, that the Universities should institute a B.A. Extension Degree attainable by a man, or woman working six or eight hours a day in a factory or shop, but subject to conditions as stiff as the Universities liked to make?

Now it seems to me that such a proposal is both unnecessary and undesirable. Unnecessary because, if it is intended that the Degree should as an educational test be equal to the present University Degrees, London University already provides what is required. And undesirable because it would substitute the passing of an examination for the acquisition of knowledge as the object of the students' work, a very different thing indeed as every one who has any acquaintance with the evils of 'cram' and 'tips' connected with most modern examinations knows.

The position of an Extension student is so essentially different from that of an ordinary University student, that it is difficult to see how there could be any analogy between the proposed Degree and the present one. The University student has passed a matriculation examination to test his having already received such a liberal education as an Extension student has not generally received; moreover, while the object of every University student is to take a degree, it is evident that only a small minority of Extension students could attempt to do so. If the Degree were to have any prestige at all, it must demand such a standard as only a very prolonged and arduous course of study could enable the wage-earning classes to reach, a course which must include subjects covered by the present matriculation examinations, but which do not come at all within the province of the present Extension lecturers, and one which most labouring and business men could not undertake without neglecting family, social, and other duties. Would not the result be that instead of the present happy family of Extension students animated only by a common love for knowledge, the more leisureed, ambitious, and clever ones, and those who looked upon knowledge as a marketable commodity, in fact just those who do not require a stimulus to induce them to work, would enter for the Degree, with the inevitable result that they would require somewhat different teaching to the majority of the students, who would thus be split into two sections, and the lecturers would find it exceedingly difficult to do justice to both? Again, as I understand it, one idea of the Extension movement is that its students should become life students. Certainly that is the position I hope myself to take,

but I fear many would think that an Extension Degree having been obtained there was nothing more to work for.

I am fully in sympathy with Mr. Sadler's wish that the advantages of University teaching should be diffused as widely as possible, but I believe this is now being gradually done through the Extension movement, and that one of the best features of that movement is the teaching that knowledge and its effects upon the mind and heart are the end of education, and not the means to an end, such as the taking of a Degree. The tendency I fear was well put by one of the speakers at the Teachers' Conference, who said, 'The end and aim of the school boys in these days is not an accretion of knowledge, not the cultivation of knowledge, but the gaining of a labour certificate.' I would extend the present system as widely as possible and supplement it by scholarships, which would enable those pupils who showed a capacity to benefit by the highest education to become students at Oxford or Cambridge, and obtain the present Degrees.

I am, Sir,

Yours obediently,

J. THOMPSON RIDLEY.

Bournemouth,

August 18, 1892.

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### A Summer Meeting in 1893?

DEAR SIR,—Is the edict which denies a Summer Meeting next year irrevocable? Perhaps if the Delegates were respectfully approached by way of petition, and if a case for consideration could be made out, they would not refuse to weigh the matter again.

There is much to be urged in behalf of the students. First there is the stimulus which they individually receive and which they distribute when they scatter to all points of the compass, each to his or her own centre.

Next there is the value of continuity in the record. A hiatus or an interregnum is not an improvement in a list of dates.

Then there is the scholarship question. Donors and County Councils may say, 'why give scholarships this session if the meeting for which they are specifically provided is in abeyance?' The willingness to give will cool; and, on the other hand, if the meeting is held only for scholars it will be shorn of its chief charm, its numbers and its openness to all.

As the meeting must obviously pay its own expenses and might even perhaps be made a source of revenue, no difficulty of finance can affect the decision. There only remains the laboriousness of the duties of the secretaries, and these possibly might be mitigated by a process of devolution and submanagement. Surely the Delegates have not passed an eight-hours bill which may restrict the assistance rendered to them, before giving the students a vote, *pro or con!* If so, 'this House may well regard with alarm so long as women have no direct political power the socialistic tendency of recent English legislation.' The grammar is not mine.

Yours very truly,

LEVESON SCARTH.

Boar's Hill, Abingdon,

Aug. 17, 1892.

[We print Mr. Scarth's letter from a desire that his view of the case should be represented, but we are ourselves convinced that, as the Examination Schools are not available for a Summer Meeting in 1893, and for other reasons, the balance of advantage is adverse to his proposal.—Ed.]

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### Local Organisation.

DEAR SIR,—**I. Suggestions.** The letter with this heading in your August number induces me to make some remarks upon local organisation, though like H. G. S. Fell my experience of University Extension work is short. One great cause of its success is the freedom given to each centre to make and carry out its own arrangements, and there is no doubt that this elasticity calls forth the best work of the local voluntary helpers far more than would be the case if all details followed a stereotyped plan. At the same time, local committees are often quite unused to work

of this kind, and have to learn by experience so to arrange details that their courses go smoothly; progress is hindered while experience is being bought. The 'Suggestions to Local Committees' are very valuable, the last issue particularly so; and they should be at every secretary's fingers' ends. But would it not be somehow possible for young centres to obtain from older ones many hints which would be of great assistance to them? Our present local secretary says that her first course owed much of its success to two letters very kindly written to her by the secretary of a well managed centre. Another idea, that of using the (willingly given) help of one or two young men students to collect the library books weekly, was given her by a lady at the Summer Meeting in 1891; which secured, in an admirable manner, the presence of all the books at the time appointed for exchange. At the present moment we want to know two things: 1, how to get hold of shop assistants; and 2, how to persuade west-country students not to be afraid of asking questions in the class.

To many good organisers all these little things are self-evident, but an occasional letter in your columns shows that this is not everywhere the case. Can some one suggest a means of helping young workers in isolated centres, beyond the use of your columns and the conferences at the Summer Meetings, which only a small number can attend?

**II. Paper Work.** Setting aside any question of its importance or of its function, Is it possible for any one giving perhaps five lectures weekly and travelling for a great part of each day, to set or correct papers similar to those required in correspondence classes? This sounds like an *excuse* for a weak point, and Mr. Marriott may not thank me for it; it is simply to my mind one of the *reasons* why paper work under the two methods of teaching must differ. Different also will be opinions as to the advantages to be gained from each method.

Yours faithfully,

MEMBER OF A LOCAL COMMITTEE IN SOMERSET.

### A COLLEGE OF ECONOMIC SCIENCE.

NEW YORK possesses an institution which we might with advantage copy in England. This is 'The College of Social Economics' situated in Union Square. Its primary object is to furnish the economic education which should form one of the foundation stones of modern citizenship. Patriotism, human sympathy, economic knowledge, are the three main elements which we are seeking to secure in the education of citizens. A College which aims at the third of these advantages will fail unless its teachers are inspired by, and inculcate, the other two. In Mr. Gunton, whose writings are favourably known on this side of the Atlantic, the College has a President who is well-informed, sympathetic and, to a degree which to some extent prejudices his theories, patriotic. We believe that he, and the College over which he presides, owe much to the munificence of a young and wealthy citizen whose name is not disclosed. The period of social experiment on which we are now entering will perhaps produce a similar institution in England. For example, some one may conceive the idea of endowing Toynbee Hall in Whitechapel, or the Ancoats Recreation in Manchester, or Mr. Byles' spirited organisation in Bradford. Each of these institutions might become a laboratory of economic science. For each is situated in the heart of a typical district, and each has already attached to itself that good will and body of local supporters which are necessary conditions to the successful labours of economic investigators. And may we add that each of them might establish a village outpost, partly as a house of rest and quiet thought, partly as furnishing a means for observing and recording the economic phenomena of our strangely complex country life?

M. E. S.

## THE COUNTY COUNCILS AND THE EXTENSION MOVEMENT.

By E. BROWN, *Board School, Bishop Sutton, near Bristol.*

THE County Councils have this year sent up a larger number of students to the Summer Meeting than they have ever done before, and the great proportion of these students is made up of elementary teachers.

Some of the County Councils have been employing University Extension lecturers during the past year at various centres, to teach scientific subjects. These lectures have been attended largely by elementary teachers, and, in many cases, the elementary teacher has helped the lecturer considerably; both by using his influence to get people to join the classes, and by giving supplementary lectures on the special subjects taken.

The Somerset County Council has not yet started any of these classes; but this year it has sent up to the Oxford Summer Meeting a larger number of students than any other County. These students have been selected from those elementary teachers of the County who have proved, to the satisfaction of the Somerset education committee, the possession of some knowledge of the special subject, which they have been sent up to study.

The special subjects provided for in the University Extension programme are Biology, Botany, Chemistry, Geology, and Hygiene.

In Biology, Chemistry, and Hygiene, the students have done laboratory work under the superintendence of able instructors, whilst Botany and Geology have consisted chiefly of field work. The special subjects have been of the most practical character, and have been taught by enthusiasts in their respective branches. The elementary teachers, who have been awarded these studentships, have loyally responded to the wishes of the various County Councils. Many have left their homes at some personal sacrifice and inconvenience; most have given up all their summer holidays; only a very few declined the studentships offered to them; whilst all who came up attended the classes and lectures with most exemplary regularity.

This shows that the elementary teacher is fully alive to the requirements of the present day, that he is only too glad to add to his store of knowledge when he gets the chance, and that he appreciates and is grateful to the County Councils for giving him the opportunity.

It is to be hoped that the County Councils will benefit by the increased knowledge of their elementary teachers, by employing them to instruct and form science classes in every district where one does not already exist.

The leaders of the Extension Movement have been indefatigable in their exertions for the comfort and advancement of the students; nothing seemed to be unthought of; nothing seemed too much trouble that would in the least contribute to that end.

Many male students resided at Keble College. The genial Sub-Warden—the Rev. W. Lock—held a special service for them each morning in the beautiful College Chapel, which was well attended, and did all he could to make them feel thoroughly ‘at home.’

The Extension students will return to their respective spheres with renewed zeal in the cause of education, encouraged and stimulated by the remembrance of the many kindnesses showered on them at the Summer Meeting of 1892.

## LOCAL SECRETARIES' CONFERENCE.

At the Conference of Local Secretaries held at Oxford on August 9, 1892, the following centres were represented:—Altrincham, Bakewell, Basingstoke, Bishop's Stortford, Bournemouth, Bridport, Burnley, Bury, Camborne, Cambridge, Exeter, Frodsham, Gloucester, Ilkley, Midhurst, Newbury, Penzance, Peterborough, Ripon, St. Austell, Scarborough, Skipton in Craven, Southampton, Stroud, Tunbridge Wells, West Brighton, and Wimbledon.

## Oxford University Extension Calendar of Examination Results.

V. *Autumn and Summer Terms, 1892.*

### ABERGAVENNY.

Six Lectures on *Shakespeare's Plays*, by Mr. R. WARWICK BOND, M.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

*Distinguished*.—F. Baker Gabb (prize); A. W. Griffiths; E. J. Martin; G. E. Morgan; M. W. Morgan; C. M. Pinney; E. E. Vigors.

*Passed*.—M. G. Currie; R. Heathcote; K. S. L. Hogan; E. Morrish.

### ASH.

Six Lectures on *Chemistry*, by Mr. H. H. COUSINS, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

*Distinguished*.—K. Saunders (prize); W. F. A. Cox.

*Passed*.—L. F. Cox; F. Edenden; A. M. Harden; E. Harden; W. R. Saunders.

### ASHBURTON.

Twelve Lectures on *Chemistry* by Mr. G. J. BURCH, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

*Distinguished*.—L. Blampey (prize); N. Endacott; C. Hern; E. Mortimer; E. Sawdye; G. Skinner.

*Passed*.—F. E. Eggbeer; T. C. Harvey; F. Hayward; E. Hern; B. Hext; F. Honeywill; W. Meeres; A. Mortimer; J. J. Tucker.

### ASHBY DE LA ZOUCH.

Six Lectures on *Victorian Writers*, by Mr. E. H. SPENDER, M.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

*Distinguished*.—L. E. Ison (prize).

*Passed*.—E. M. German; E. B. Ison; M. M. Ward.

### BACUP.

Six Lectures on *Three Centuries of Working Class History*, by Mr. W. A. S. HEWINS, B.A. *Examiner*:—Rev. L. R. PHELPS, M.A.

*Distinguished*.—D. O. Haworth (prize); H. C. Purdy (prize).

*Passed*.—E. J. Hargreaves.

### BAMPTON.

Twelve Lectures on *Soils, Plants, and Animals*, by Mr. G. J. BURCH, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

*Distinguished*.—A. B. Smith (prize); H. Townsend; E. Vicary; H. Webb.

*Passed*.—J. C. Bridie.

### BANBURY.

Twelve Lectures on *Chemistry*, by Mr. P. CHALMERS MITCHELL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

*Distinguished*.—H. Blick (prize); J. Hughes.

*Passed*.—W. Bradford; E. Cooper; M. Golby; F. Goodway; E. Richards; F. Riley; H. Upstone; J. Wilkinson.

Six Lectures on *Europe since Waterloo*, by Mr. J. A. R. MARRIOTT, M.A. *Examiner*:—Mr. A. HASSALL, M.A.

*Distinguished*.—E. Clarke (prize); L. Coomber.

*Passed*.—C. M. Fortescue; E. W. T. Godson; F. A. Harlock; G. E. Marshall; M. Stockton; C. H. Thomas.

### BANSTEAD.

Six Lectures on *Hygiene*, by Mr. J. L. SMITH, M.A. *Examiner*:—Dr. A. WHITELLEGGE.

*Distinguished*.—G. D. Buckle (prize); M. K. Buckle.

### BASINGSTOKE.

Six Lectures on *Physiography*, by Mr. R. A. GREGORY, F.R.A.S. *Examiner*:—Professor GREEN.

*Distinguished*.—D. Gerrish (prize); S. M. Glanville.

*Passed*.—M. M. Blackmore.

### BATH.

Six Lectures on *Outlines of Geology*, by Mr. C. CARUS-WILSON, F.G.S. *Examiner*:—Professor GREEN.

*Distinguished*.—M. B. Hayward (prize); H. M. Blacker; R. Codrington; M. Davies; K. Ellwood; W. C. Elwood; J. Knight; C. A. Lee; E. Theobald; E. M. Theobald; C. E. Whiting.

*Passed*.—E. R. Ames; E. A. Bath; H. Biggs; L. Biggs; S. E. Davies; M. Halliday; K. M. Hayward; E. Long; M. L. Morris; A. Watson.

**BEDFORD.**

Twelve Lectures on The French Revolution, by Mr. E. L. S. HORSBURGH, B.A. Examiner:—Mr. A. HASSALL, M.A.

Distinguished.—W. A. Walker (prize); E. Blake; J. Dibblee; E. M. Dixon; A. M. Fortescue; E. M. Garnham; A. McCaskill; M. B. Richardson.

Passed.—E. Duigan; H. Duigan; F. M. Hunt; M. H. Jackson; S. L. Kenny; E. M. Thomson; H. Wade-Gery; M. Wells.

**BICESTER.**

Twelve Lectures on Chemistry, by Mr. J. E. MARSH, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—K. Clarkson (prize); C. Goodyear; G. Hall; W. Kinch; W. Piggott.

**BIDEFORD.**

Twelve Lectures on Soils, Plants, and Animals, by Mr. G. J. BURCH, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—G. E. Doe (prize); G. Lang; P. Vincent.

Passed.—E. A. Abbott; A. J. Andrews; A. Embry; J. T. Lane; A. L. Restarick; T. A. Turner; G. Young.

**BIRMINGHAM.**

Twelve Lectures on The Age of Elizabeth and the Puritan Revolution, by Rev. W. H. SHAW, M.A. Examiner:—Mr. A. L. SMITH, M.A.

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**Passed**.—W. H. Colley.

**MITCHAM.**

Twenty-two Lectures on **Chemistry**, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—G. R. Waters (prize); G. A. French; J. M. Pitt; F. B. Sainty.

**Passed**.—G. W. Blunt; C. J. Buckland; F. J. Farman; F. W. Green; E. A. Rutherford.

**NANTWICH.**

Six Lectures on **Victorian Poets**, by Mr. E. K. CHAMBERS, B.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Passed**.—S. A. Doody; T. H. Hill; F. M. Stolterfoth.

**NELSON.**

Six Lectures on **Tennyson and Browning**, by Mr. F. S. BOAS, M.A. *Examiner*:—Professor VAUGHAN.

**Distinguished**.—G. L. Smallpage (prize); E. B. Thursby.

**Passed**.—J. Brown; L. Greenwood.

**NEW MALDEN.**

Six Lectures on **Hygiene**, by Mr. J. LORRAIN SMITH, M.A. *Examiner*:—Dr. A. WHITELEGGE.

**Distinguished**.—F. J. Arnold (prize); E. A. Crawford (prize).

**Passed**.—G. Hancox; E. A. Langton; E. M. Patrick.

**NEWPORT (I. W.).**

Twelve Lectures on **The Stuarts**, by Mr. J. A. R. MARRIOTT, M.A. *Examiner*:—Mr. A. HASSALL, M.A.

**Distinguished**.—T. E. Mole (prize); A. J. Lock; E. Sutton.

**Passed**.—B. Caws; E. Caws; W. W. Howell; C. Le Meurier; A. M. Weeks.

**NEWPORT (Mon.).**

Twelve Lectures on **Astronomy**, by Mr. W. E. PLUMMER, M.A. *Examiner*:—Rev. Professor PRITCHARD.

**Distinguished**.—A. H. Davies (prize); T. Moore; C. Woodliff.

**Passed**.—J. S. Kerslake.

**NEWPORT (Salop).**

Twelve Lectures on **Agricultural Chemistry**, by Mr. H. E. NIBLETT, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—J. W. Burges; Rev. W. J. Burges; C. R. Picken.

**NORTH MOLTON.**

Six Lectures on **Soils, Plants, and Animals**, by Mr. F. FINN, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—T. L. Passmore; R. Thorne.

**OAKENGATES.**

Twelve Lectures on **Chemistry**, by Mr. P. ELFORD, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—G. Kenworthy; C. Woodhouse.

Twelve Lectures on **Geology**, by Mr. A. B. BADGER, B.A. *Examiner*:—Professor GREEN.

**Distinguished**.—A. Frearson.

**Passed**.—C. Lcese.

**OLLERTON.**

Ten Lectures on **Agricultural Chemistry**, by Mr. M. J. R. DUNSTAN, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—J. Mettam (prize).

**Passed**.—G. Ward.

**OUNDLE.**

Twelve Lectures on **Chemistry**, by Mr. A. COLEFAX, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—J. H. Hart (prize); J. Whittam.

**Passed**.—J. Burgess; M. Calcott; H. Cresser; J. Thompson.

**PADDOCK WOOD.**

Six Lectures on **Agriculture**, by Mr. H. J. MONSON, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—F. Moorland (prize); T. Else.

**Passed**.—S. Else; E. A. Hickling; M. F. Irvine; J. Pope.

Six Lectures on **Chemistry**, by Mr. T. M. LEGGE, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—F. Moorland (prize); T. Else.

**Passed**.—S. Else; E. A. Hickling; M. F. Irvine; J. Pope.

**PENDLETON.**

Six Lectures on **The Puritan Revolution**, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—W. Wilson (prize); R. H. Berry; D. Bury; J. Ffoulkes; C. Fox; E. C. Huntington; C. S. Sugden; E. Whitehead.

**Passed**.—A. Caldwell; J. Stephens; M. Stephens.

**PENRITH.**

Twelve Lectures on **Physiography**, by Dr. H. R. MILL. *Examiner*:—Professor GREEN.

**Distinguished**.—F. Barker (prize); L. Graham; J. H. James; B. W. Lovejoy; L. J. Routledge.

**Passed**.—A. Nield; E. Tibbits; H. P. Wilson.

**PONTESBURY.**

Twelve Lectures on Management of Stock, by Mr. H. SESSIONS, M.R.C.V.S. *Examiner*:—Mr. J. MACQUEEN, F.R.C.V.S.

**Distinguished**.—C. Morris (prize).

**Passed**.—J. J. Evans.

**RAMSGATE.**

Twelve Lectures on England in the Eighteenth Century, by Mr. C. E. MALLET, B.A. *Examiner*:—Rev. A. H. JOHN-SON, M.A.

**Distinguished**.—C. Clarke (prize); L. Whiting (prize); F. M. Caswell; A. S. Lewin.

**Passed**.—L. J. Allnutt; F. S. Hinds; E. Willson.

**RAWTENSTALL.**

Twelve Lectures on Shakespeare, by Mr. F. S. BOAS, M.A. *Examiner*:—Professor VAUGHAN.

**Distinguished**.—E. A. MAKIN (prize); E. Petschler; T. H. Tregidga.

**READING.**

Twelve Lectures on Shakespeare, by Mr. J. CHURTON COLLINS, M.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—E. I. Deverell (prize); A. E. Bird; N. Martin; E. C. Voss.

**Passed**.—M. Blatch; K. M. Green; I. Shepherd.

**REIGATE.**

Twelve Lectures on Epochs of English History, by Mr. E. L. S. HORSBURGH, B.A. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—S. Baxter (prize); E. Colclough.

**Passed**.—T. Charlesworth; F. Nicholson; G. Nickalls; M. Nickalls.

**ROMSEY.**

Twelve Lectures on The Relation of History to Painting, by Mr. K. D. COTES, M.A. *Examiner*:—Mr. F. S. PULLING, M.A.

**Distinguished**.—M. A. Knight (prize); E. Steuart (prize).

**Passed**.—E. M. Baker; L. Elcombe; H. Phillips; L. Tragett; M. E. Tragett.

**RUGBY.**

Twelve Lectures on The Age of Elizabeth and the Puritan Revolution, by Rev. W. H. SHAW, M.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—W. C. Musgrave (prize); A. M. Champion; F. Nehring; W. Webb.

**Passed**.—E. L. SMITH.

**RYDE.**

Twelve Lectures on Hygiene, by Dr. C. H. WADE. *Examiner*:—Dr. A. WHITELEGGE.

**Distinguished**.—M. E. Palfray (prize); W. A. Beale; G. Carter; E. M. Davey; J. Faber; E. M. Painter.

**Passed**.—E. Cocks; K. E. Harland; E. Painter; H. A. Wade; A. E. Woodward; J. G. Wyllie.

Twelve Lectures on The Colonies, by Mr. J. A. R. MAR-RIOTT, M.A. *Examiner*:—Mr. A. HASSALL, M.A.

**Distinguished**.—J. A. Cox (prize); F. Broadbent; M. L. Dampier-Child; E. M. Davey; J. Murray.

**Passed**.—H. Broadbent; G. Carter; F. M. Corrie; A. B. Futcher; E. M. Pollard.

**SALISBURY.**

Six Lectures on Astronomy, by Mr. R. A. GREGORY, F.R.A.S. *Examiner*:—Rev. Professor PRITCHARD.

**Distinguished**.—E. Crook (prize).

**Passed**.—M. M. R. Bianchi; E. M. Curtis; E. Every; E. E. Fanner; B. Kirkman; L. E. Smith; A. L. Wheeler.

**SHEPTON MALLET.**

Twelve Lectures on Chemistry, by Mr. A. E. BUCKHURST, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—J. Bennet; A. Cox; M. E. Cox; A. Pullen; A. Young.

**SHIFNAL.**

Twelve Lectures on Agricultural Chemistry, by Mr. H. E. NIBLETT, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—C. Barnett.

**Passed**.—T. Thomson.

**SHREWSBURY.**

Twelve Lectures on Botany, by Mr. J. W. MACPHERSON, B.A. *Examiner*:—Mr. J. BRETLAND FARMER, M.A.

**Distinguished**.—J. W. Heath (prize).

**Passed**.—F. II. Ferrington; R. C. Gaut; A. Price; M. C. Price; F. White.

Twelve Lectures on Chemistry, by Mr. P. ELFORD, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—F. White (prize); M. C. Price.

**Passed**.—W. Anthony; J. W. Gillett; A. Macqueen; A. M. Smith.

Twelve Lectures on Historical Geology, by Mr. A. B. BADGER, B.A. *Examiner*:—Professor GREEN.

**Distinguished**.—A. Price (prize).

**Passed**.—E. Compton; F. H. Farrington; L. W. Freeman; C. P. Lawrence; R. F. Parry.

**SIDMOUTH.**

Twelve Lectures on Laws of Health, by Dr. C. H. WADE. *Examiner*:—Dr. A. WHITELEGGE.

**Distinguished**.—T. Kennet-Were (prize); W. A. Newman; E. Radford; K. P. Radford; A. C. G. Wright.

**SKIPTON.**

Six Lectures on Physiography, by Mr. H. J. MACKINDER, M.A. *Examiner*:—Professor GREEN.

**Passed**.—H. A. Bailey; T. H. Holmes; A. Kinder; L. K. Powlson.

**SOUTHAMPTON.**

Six Lectures on The Stuarts, by Mr. C. E. MALLET, B.A. *Examiner*:—Mr. A. L. SMITH, M.A.

**Distinguished**.—P. F. Forbes (prize); C. Hodges; P. E. Watson.

**Passed**.—J. Davidson; G. Tuite; D. Wall; A. Watson.

**SOUTHEND.**

Twelve Lectures on Electricity, by Mr. H. GORDON, M.A. *Examiner*:—Rev. F. J. SMITH, M.A.

**Distinguished**.—J. L. Phillips (prize); M. B. Mead.

**Passed**.—A. W. Comber; W. F. Ashweek; R. J. Harrison; W. Mennie.

**STREET.**

Twelve Lectures on Chemistry, by Mr. A. E. BUCKHURST, B.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Passed**.—C. C. Bisgood; R. Stead.

**STROUD.**

Twelve Lectures on Electricity, by Mr. H. GORDON, M.A. *Examiner*:—Rev. F. J. SMITH, M.A.

**Distinguished**.—C. Payne (prize); E. M. Apperly; A. M. Denne; A. E. Ruegg; G. C. Ruegg; E. Skinner; H. M. White.

**Passed**.—E. B. Denne.

**SUTTON.**

Twelve Lectures on Chemistry, by Mr. A. D. HALL, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—H. Hartley (prize); I. Bonnett; R. Jarman; W. J. Plater.

**Passed**.—F. Fretwell; A. A. Ironside; A. Priestley.

**SUTTON VALENCE.**

Six Lectures on Soils and Crops, by Mr. H. J. MONSON, M.A. *Examiner*:—Mr. W. W. FISHER, M.A.

**Distinguished**.—E. Paine (prize); A. W. Allan; D. Doughty; A. Link.

**Passed**.—F. Chittenden; M. Higgens.

**SWINDON.**

Six Lectures on Wordsworth and Tennyson, by Dr. J. G. BAILEY. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—W. Howard (prize); E. Fairthorne.

**Passed**.—B. C. Martin; C. K. Turner; B. Walker.

**SWINDON (Mechanics' Institution).**

Six Lectures on Wordsworth and Tennyson, by Dr. J. G. BAILEY. *Examiner*:—Mr. G. N. RICHARDSON, M.A.

**Distinguished**.—J. Wood (prize); G. W. Docwra; L. Gaskell.

**Passed**.—A. J. Gilbert; G. A. Storer.

**TAUNTON.**

Twelve Lectures on Chemistry, by Mr. R. E. MOYLE, M.A.  
Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—B. Masey (prize); G. E. Moore.

**TAVISTOCK.**

Twelve Lectures on Laws of Health, by Dr. C. H. WADE.  
Examiner:—Dr. A. WHITELEGGE.

Distinguished.—L. H. Tafts (prize); G. J. A. Craye; M. Hawkins; H. Pearce.

Passed.—S. Carter; C. J. A. Craye; C. Oxenham; H. T. Rawlins; R. J. Snow.

**TIVERTON.**

Six Lectures on Soils, Plants, and Animals, by Mr. G. J. BURCH, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—N. E. Clarke-Jervoise (prize); E. M. D. Clarke-Jervoise; L. Hewlett; K. Parker.

**TIVERTON-ON-AVON.**

Twelve Lectures on Chemistry, by Mr. A. E. BUCKHURST, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—E. Robinson (prize); R. G. Nash; C. E. Whiting.

Passed.—S. W. Baster; C. F. Howard; R. J. Marsh; C. J. Vink.

**TUNBRIDGE WELLS.**

Ten Lectures on The Growth of Parliament, by Mr. E. L. S. HORSBURGH, B.A. Examiner:—Rev. A. H. JOHNSON, M.A.  
Distinguished.—K. M. Carruthers (prize); J. Stirling.

Passed.—K. Beeman; S. C. Bevington; E. Browne; M. Devonshire; C. II. V. FOX-BOXER; R. E. Fyson; E. F. Good; K. Hodgson; S. M. Holman; E. F. Jones; I. Marsack; Z. Owen-Taylor; K. M. Rubie; M. H. Rynd; E. M. Seale; M. Stamford; J. Sutherland; M. Turner; E. Williamson.

**ULVERSTON.**

Six Lectures on Representative Englishmen: Tudors, by Mr. F. S. BOAS, M.A. Examiner:—Rev. A. H. JOHNSON, M.A.  
Distinguished.—G. Jackson (prize).

Passed.—A. L. Haines; A. M. Kent; E. M. Williams.

**WARE.**

Eight Lectures on Shakespeare and his Predecessors, by Mr. F. S. BOAS, M.A. Examiner:—Professor VAUGHAN.

Distinguished.—F. H. Caldecott (prize); M. C. Hoare; F. May.

**WATLINGSTON.**

Twelve Lectures on Chemistry, by Mr. P. CHALMERS MITCHELL, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—A. Manley (prize); G. E. Dell; J. W. Bell.

Passed.—E. Bell; G. Bell; L. Bell; R. Spyer; R. Templeon; M. Wiggins; P. Wiggins.

**WELLINGTON.**

Twelve Lectures on Chemistry, by Mr. R. E. MOYLE, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—F. E. Prideaux (prize); A. Fox; G. W. Lyall; C. H. Shepherd; G. Sully.

Passed.—E. G. Colles; M. E. Colles; E. Crocker; N. Crocker; H. S. Dallas; W. C. Sully.

Six Lectures on English Novelists, by Mr. J. A. R. MARRIOTT, M.A. Examiner:—Mr. A. HASSALL, M.A.

Distinguished.—M. Rider (prize); G. S. Maw.

Passed.—L. M. H. Nash; M. L. Nock; E. Owen; W. Pearce.

**WELLS.**

Twelve Lectures on Chemistry, by Mr. A. E. BUCKHURST, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—A. E. Mills (prize).

Passed.—M. E. Barnes; F. E. Hilley; M. Swainson; G. White.

**WESTON-SUPER-MARE.**

Twelve Lectures on Chemistry, by Mr. R. E. MOYLE, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Passed.—W. Gibbs; J. Workman.

**WHITCHURCH.**

Twelve Lectures on Agricultural Chemistry, by Mr. H. E. NIBLETT, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—G. C. Hockenhull; H. C. Pennington.

Passed.—W. Austin; W. W. Hockenhull; J. W. Oakes; A. Watson.

Twelve Lectures on Botany, by Mr. J. W. MACPHERSON, B.A. Examiner:—Mr. J. BRETLAND FARMER, M.A.

Passed.—G. W. Bristow; C. M. Smith.

**WHITEHAVEN.**

Six Lectures on The Puritan Revolution, by Rev. W. H. SHAW, M.A. Examiner:—Mr. A. L. SMITH, M.A.

Distinguished.—A. Walker (prize); A. R. Baird; H. G. Baird; E. D. Jackson; F. S. Jackson; M. Scarby.

**WILLESBOROUGH.**

Twelve Lectures on Chemistry, by Mr. H. H. COUSINS, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—F. Dartnal (prize); A. Davis; J. Fuller; E. Hoile; W. Jeffery; N. Mackenzie; G. Mallion; E. Webb.

Passed.—W. Goacher; P. R. Lepper; J. Maple; E. Morgan; F. Triplow; A. Trussler.

**WILLITON.**

Twelve Lectures on Chemistry, by Mr. R. E. MOYLE, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—W. H. Grey (prize).

Passed.—W. J. Lee.

**WINCHESTER.**

Six Lectures on The French Revolution, by Mr. C. E. MALLET, B.A. Examiner:—Rev. A. H. JOHNSON, M.A.

Distinguished.—A. E. Byrne (prize); V. E. Baker.

Passed.—M. C. Arnold; A. E. Clark; R. E. Collins; E. K. Corrie; E. F. England; E. F. A. Engleue; T. E. M. Forrest; H. L. Kirby; M. G. Kirby; L. Pain; M. E. Scotney; A. M. Stopher.

**WINSLOW.**

Six Lectures on The Growth of National Life, by Mr. J. A. V. MAGEE, B.A. Examiner:—Rev. A. H. JOHNSON, M.A.

Distinguished.—M. Verney (prize); E. B. Hobson; E. F. Parrett.

Passed.—A. L. Hobson; M. A. Hopkinson; B. Lambton; D. Lambton; M. B. Lambton; J. L. Myres; S. E. Newcombe; S. L. Newcombe; L. S. Verney.

**WITNEY.**

Twelve Lectures on Chemistry, by Mr. J. E. MARSH, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—H. Close (prize); A. Early.

Passed.—A. Smitheman.

**WIVELISCOMBE.**

Twelve Lectures on Chemistry, by Mr. R. E. MOYLE, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Passed.—H. H. Lucas; E. Sandell.

**WOODSTOCK.**

Twelve Lectures on Chemistry, by Mr. P. CHALMERS MITCHELL, M.A. Examiner:—Mr. W. W. FISHER, M.A.

Passed.—A. E. Banbury; G. Brotherton; W. Brotherton; A. Fernley; J. Pratt; J. Savill.

**WYE.**

Twelve Lectures on Chemistry, by Mr. H. H. COUSINS, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—Mabel Herbert (prize); C. Beard; H. Beard; Maud Herbert; W. Lewin.

Passed.—A. M. Beard; F. Beard; E. McGregor; H. McGregor.

**YALDING.**

Twelve Lectures on Chemistry, by Mr. H. H. COUSINS, B.A. Examiner:—Mr. W. W. FISHER, M.A.

Distinguished.—E. M. Warde (prize); G. Adams; T. Baker; C. E. Fletcher; F. Lamplugh; E. Stanfold.

Passed.—A. Bennett; W. G. Brice; M. C. Fletcher; I. Milne; H. Osborne; D. Smith; R. Smith.

**YORK.**

Ten Lectures on English Painters, by Mr. D. S. MACCOLL, M.A. Examiner:—Mr. W. G. COLLINGWOOD, M.A.

Passed.—M. H. Burt; B. Gutch; A. E. Hartley; F. I. Williams.

## ARRANGEMENTS FOR 1892—93.

Autumn, 1892.

| Centre.                                                                 | No. of Lectures in Course. | Subject of Course.                  | Lecturer.                 | Course begins. | Course ends. |
|-------------------------------------------------------------------------|----------------------------|-------------------------------------|---------------------------|----------------|--------------|
| READING UNIVERSITY EXTENSION COLLEGE (other courses being arranged) ... | 24                         | History of England ...              | H. J. MACKINDER, M.A.     | M. Oct. 3      |              |
|                                                                         | 12                         | The Tudors ...                      | J. A. R. MARRIOTT, M.A.   | S. Oct. 1      | Dec. 17      |
|                                                                         | 24                         | Organic Chemistry ...               | G. J. BURCH, B.A. ...     | F. Oct. 7      |              |
|                                                                         | 24                         | Inorganic Chemistry ...             | " " ...                   | Th. Oct. 6     |              |
| BIRMINGHAM (evening) ...                                                | 6                          | Representative Men ...              | Rev. W. H. SHAW, M.A.     | T. Oct. 4      | Dec. 13      |
| BOLTON (afternoon) ...                                                  | 6                          | Venice ...                          | " " ...                   | Th. Oct. 6     | Dec. 22      |
| BOLTON (evening) ...                                                    | 6                          | Florence ...                        | " " ...                   | Th. Oct. 6     | Dec. 22      |
| BRADFORD (evening) ...                                                  | 6                          | Venice ...                          | " " ...                   | Th. Oct. 13    | Dec. 15      |
| ECCLES (evening) ...                                                    | 6                          | Venice ...                          | " " ...                   | T. Oct. 11     | Dec. 20      |
| EDGECASTON (afternoon) ...                                              | 6                          | Venice ...                          | " " ...                   | T. Oct. 4      | Dec. 13      |
| ILKLEY (afternoon) ...                                                  | 6                          | Venice ...                          | " " ...                   | Th. Oct. 13    | Dec. 15      |
| KENDAL (afternoon) ...                                                  | 6                          | Age of Elizabeth ...                | " " ...                   | M. Oct. 3      | Dec. 12      |
| KESWICK (evening) ...                                                   | 6                          | Not fixed ...                       | " " ...                   | M. Oct. 10     | Dec. 19      |
| MACCLESFIELD (evening) ...                                              | 6                          | Puritan Revolution ...              | " " ...                   | W. Oct. 5      | Dec. 14      |
| MANCHESTER, FRIENDS' INSTITUTE (evening) ...                            | 6                          | Venice ...                          | " " ...                   | M. Oct. 3      | Dec. 12      |
| OLDHAM (evening) ...                                                    | 6                          | Venice ...                          | " " ...                   | W. Oct. 12     | Dec. 21      |
| ROCIDALE (afternoon) ...                                                | 6                          | Venice ...                          | " " ...                   | W. Oct. 12     | Dec. 21      |
| STAFFORD (afternoon) ...                                                | 6                          | Representative Men ...              | " " ...                   | W. Oct. 5      | Dec. 14      |
| LYNDHURST (morning) ...                                                 | 6                          | Physical Geography ...              | H. J. MACKINDER, M.A.     | Th. Oct. 13    | Dec. 22      |
| NEWPORT, I.W. (evening) ...                                             | 12                         | Geography ...                       | " " ...                   | W. Oct. 5      | Dec. 14      |
| RYDE (afternoon) ...                                                    | 12                         | Geography ...                       | " " ...                   | Th. Oct. 6     | Dec. 15      |
| SOUTHAMPTON (evening) ...                                               | 6                          | Commercial Geography ...            | " " ...                   | Th. Oct. 13    | Dec. 22      |
| VENTNOR (evening) ...                                                   | 12                         | Geography ...                       | " " ...                   | Th. Oct. 6     | Dec. 15      |
| WINCHESTER (afternoon) ...                                              | 6                          | Physical Geography ...              | " " ...                   | Th. Oct. 13    | Dec. 22      |
| BATH (afternoon) ...                                                    | 6                          | English in India ...                | J. A. R. MARRIOTT, M.A.   | Th. Oct. 6     | Dec. 15      |
| BATH (evening) ...                                                      | 6                          | English in India ...                | " " ...                   | Th. Oct. 6     | Dec. 15      |
| BEDFORD (afternoon) ...                                                 | 12                         | Napoleon ...                        | " " ...                   | T. Oct. 4      | Dec. 13      |
| BOURNEMOUTH (morning) ...                                               | 12                         | Age of Frederick the Great ...      | " " ...                   | Th. Sept. 29   | Dec. 8       |
| BOURNEMOUTH (evening) ...                                               | 12                         | Colonies ...                        | " " ...                   | W. Sept. 28    | Dec. 7       |
| CLEVEDON (afternoon) ...                                                | 6                          | Novelists ...                       | " " ...                   | F. Sept. 30    | Dec. 9       |
| RUGBY (evening) ...                                                     | 12                         | England in the 18th Century ...     | " " ...                   | T. Oct. 4      | Dec. 13      |
| SOUTHBOURNE (afternoon) ...                                             | 12                         | Church and State Mediaeval ...      | " " ...                   | W. Sept. 28    | Dec. 7       |
| SOUTHAMPTON (evening) ...                                               | 6                          | Novelists ...                       | " " ...                   | T. Sept. 27    | Dec. 6       |
| STRATFORD (afternoon) ...                                               | 6                          | Not fixed ...                       | " " ...                   | F. Oct. 7      | Dec. 16      |
| SWINDON (evening) ...                                                   | 12                         | French Revolution ...               | " " ...                   | W. Oct. 5      | Dec. 14      |
| WELLS (evening) ...                                                     | 6                          | Novelists ...                       | " " ...                   | Th. Sept. 29   | Dec. 8       |
| GRAVESEND (evening) ...                                                 | 6                          | English Painters ...                | D. S. MAC COLL, M.A.      | F. Nov. 4      | Dec. 9       |
| HODDESDON (afternoon) ...                                               | 12                         | Victorian Poets ...                 | F. S. BOAS, M.A. ...      | T. Sept. 27    | Dec. 13      |
| BAKEWELL (evening) ...                                                  | 6                          | Puritan Revolution ...              | C. E. MALLET, B.A. ...    | Th. Sept. 29   | Dec. 8       |
| HUDDERSFIELD (evening) ...                                              | 6                          | French Revolution ...               | " " ...                   | Th. Oct. 6     | Dec. 15      |
| LEAMINGTON (evening) ...                                                | 6                          | Prose Writers ...                   | " " ...                   | F. Sept. 30    | Dec. 9       |
| WELLINGTON (afternoon) ...                                              | 12                         | Not fixed ...                       | " " ...                   | W. Sept. 28    | Dec. 7       |
| BURY (evening) ...                                                      | 6                          | Wordsworth and Tennyson ...         | Rev. J. G. BAILEY, LL.D.  | Th. Oct. 6     | Dec. 15      |
| CHESTER (afternoon) ...                                                 | 6                          | Shakespeare ...                     | " " ...                   | F. Oct. 7      | Dec. 16      |
| BRIGHTON, WEST (afternoon) ...                                          | 12                         | Wordsworth, Shelley, Keats ...      | " " ...                   | T. Oct. 11     | Dec. 20      |
| BRIGHTON, ST. MICHAEL'S HALL (Private centre)                           | 6                          | Shakespeare ...                     | " " ...                   | T. Oct. 11     | Dec. 20      |
| NEWBURY (afternoon) ...                                                 | 6                          | Shakespeare ...                     | " " ...                   | Th. Sept. 29   | Dec. 8       |
| ROCHESTER (evening) ...                                                 | 6                          | Wordsworth and Tennyson ...         | " " ...                   | Not fixed      |              |
| SALE (evening) ...                                                      | 6                          | Elizabethan Writers ...             | " " ...                   | F. Oct. 7      | Dec. 16      |
| WINSLOW (evening) ...                                                   | 6                          | Shakespeare ...                     | " " ...                   | M. Oct. 3      | Dec. 12      |
| PRESTWICH (evening) ...                                                 | 6                          | Making of Wealth ...                | L. L. PRICE, M.A. ...     | M. Oct. 3      | Dec. 19      |
| RIPON (afternoon) ...                                                   | 12                         | Victorian Literature ...            | Rev. C. G. LANG, M.A. ... | T. Sept. 27    | Dec. 6       |
| RIPON (evening) ...                                                     | 12                         | Victorian Literature ...            | " " ...                   | T. Sept. 27    | Dec. 6       |
| CHELTONHAM (afternoon) ...                                              | 6                          | Victorian Writers ...               | E. H. SPENDER, B.A. ...   | W. Oct. 26     | Nov. 30      |
| BIRMINGHAM (evening) ...                                                | 6                          | English Handicraft ...              | C. R. ASHBEY, M.A. ...    | T. Sept. 27    | Dec. 6       |
| HIGH WYCOMBE (evening) ...                                              | 12                         | English Handicraft ...              | " " ...                   | M. Oct. 3      | Dec. 12      |
| NEWCASTLE (afternoon) ...                                               | 6                          | Architecture ...                    | " " ...                   | W. Oct. 12     | Dec. 14      |
| NEWCASTLE (evening) ...                                                 | 6                          | Design as applied to Pottery ...    | " " ...                   | W. Oct. 12     | Dec. 14      |
| OLDBURY (evening) ...                                                   | 6                          | Physiography ...                    | A. B. BADGER, B.A. ...    | W. Oct. 5      | Dec. 14      |
| GARSTANG (evening) ...                                                  | 6                          | Chemistry of Common Life ...        | G. J. BURCH, B.A. ...     | T. Oct. 4      | Dec. 13      |
| GRANGE (evening) ...                                                    | 6                          | Chemistry of Common Life ...        | " " ...                   | W. Oct. 5      | Dec. 14      |
| LOUTH (evening) ...                                                     | 6                          | Physiography ...                    | " " ...                   | M. Oct. 10     | Dec. 19      |
| AMBLESIDE (evening) ...                                                 | 6                          | Crust of the Earth ...              | C. CARUS-WILSON, F.G.S.   | T. Oct. 4      | Dec. 13      |
| DEWSBURY (evening) ...                                                  | 6                          | Crust of the Earth ...              | " " ...                   | M. Oct. 3      | Dec. 12      |
| HALIFAX (evening) ...                                                   | 6                          | Outlines of Geology ...             | " " ...                   | Th. Sept. 29   | Dec. 8       |
| ILKLEY (evening) ...                                                    | 6                          | Crust of the Earth ...              | " " ...                   | Th. Oct. 6     | Dec. 15      |
| OTLEY (evening) ...                                                     | 6                          | Crust of the Earth ...              | " " ...                   | M. Sept. 26    | Dec. 5       |
| STAFFORD (evening) ...                                                  | 6                          | Crust of the Earth ...              | " " ...                   | T. Sept. 27    | Dec. 6       |
| THORNTON (evening) ...                                                  | 6                          | Crust of the Earth ...              | " " ...                   | F. Sept. 30    | Dec. 9       |
| ULVERSTON (evening) ...                                                 | 6                          | Crust of the Earth ...              | " " ...                   | W. Oct. 5      | Dec. 14      |
| BRIGHTON ...                                                            | 10                         | Physiology of the Five Senses ...   | J. B. HAYCRAFT, M.D.      | Th. Sept. 29   | Dec. 1       |
| CAMBORNE (evening) ...                                                  | 6                          | Trade, Adventure, and Discovery ... | K. D. COTES, M.A. ...     | F. Sept. 30    | Nov. 4       |
| FALMOUTH (evening) ...                                                  | 6                          | Trade, Adventure, and Discovery ... | " " ...                   | Th. Sept. 29   | Nov. 3       |

| Centre.                                                 | No. of Lectures in Course. | Subject of Course.                       | Lecturer.                    | Course begins. | Course ends. |
|---------------------------------------------------------|----------------------------|------------------------------------------|------------------------------|----------------|--------------|
| LYMINGTON (afternoon)                                   | 6                          | History of English Social Life           | K. D. COTES, M.A. ...        | Th. Nov. 10    | Dec. 8       |
| PENZANCE (afternoon) ...                                | 6                          | Trade, Adventure, and Discovery          | " "                          | T. Sept. 27    | Nov. 1       |
| REDRUTH (evening) ...                                   | 6                          | Trade, Adventure, and Discovery          | " "                          | W. Sept. 28    | Nov. 2       |
| ST. AUSTELL (afternoon) ...                             | 6                          | Trade, Adventure, and Discovery          | " "                          | M. Sept. 26    | Oct. 31      |
| ROMSEY (afternoon) ...                                  | 6                          | History of English Social Life           | " "                          | W. Nov. 9      | Dec. 7       |
| BASINGSTOKE (evening) ...                               | 6                          | History of English Social Life           | " "                          | T. Nov. 8      | Dec. 6       |
| TRURO (evening) ...                                     | 6                          | The Relation of History to Painting      | " "                          | M. Sept. 26    | Oct. 31      |
| ALTRINCHAM (evening) ...                                | 6                          | History (Period not fixed)               | E. L. S. HORSBURGH, M.A. ... | F. Sept. 30    | Dec. 9       |
| CANTERBURY (afternoon) ...                              | 6                          | Literature of the 18th Cent., Series I   | " "                          | F. Oct. 7      | Dec. 16      |
| GLOUCESTER (evening) ...                                | 6                          | Crisis in English History ...            | " "                          | M. Oct. 3      | Dec. 12      |
| GODALMING (evening) ...                                 | 10                         | Napoleon ...                             | " "                          | T. Oct. 11     | Dec. 13      |
| KEIGHLEY (evening) ...                                  | 6                          | French Revolution ...                    | " "                          | S. Oct. 1      | Dec. 10      |
| RAMSGATE (afternoon) ...                                | 12                         | Literature of the 18th Century, Series I | " "                          | S. Oct. 8      | Dec. 17      |
| REIGATE (evening) ...                                   | 12                         | Times of the Georges                     | J. A. HOBSON, M.A. ...       | M. Oct. 10     | Dec. 19      |
| BRIDPORT (evening) ...                                  | 6                          | Making of Wealth                         | " "                          | T. Oct. 4      | Dec. 13      |
| CHESTER (evening) ...                                   | 6                          | Problems of Poverty                      | " "                          | W. Sept. 28    | Dec. 7       |
| LEEK (evening) ...                                      | 6                          | Problems of Poverty                      | " "                          | M. Sept. 26    | Dec. 5       |
| TEAN (afternoon) ...                                    | 6                          | Problems of Poverty                      | " "                          | Th. Sept. 29   | Dec. 8       |
| PETERBOROUGH (evening) ...                              | 12                         | Physiography                             | H. R. MILL, D.Sc. ...        | F. Oct. 7      | Dec. 16      |
| TUNBRIDGE WELLS (afternoon) ...                         | 10                         | Climate and Scenery                      | " "                          | T. Oct. 11     | Dec. 13      |
| WALLASEY (evening) ...                                  | 6                          | Astronomy                                | W. E. PLUMMER, M.A. ...      | M. Sept. 26    | Dec. 5       |
| +SURREY COUNTY COUNCIL, eleven courses each of ...      | 12                         | Science                                  | A. D. HALL, M.A. ...         | Oct.           | Dec.         |
| +KENT COUNTY COUNCIL, five courses each of ...          | 10                         | Science                                  | H. H. COUSINS, M.A. ...      | Oct.           | Dec.         |
| SOMERSET COUNTY COUNCIL, ten courses each of ...        | 12                         | Hygiene                                  | { CHAS. H. WADE, M.D. ...    | Oct.           | Dec.         |
| +NORTHAMPTONSHIRE COUNTY COUNCIL, three courses each of | 12                         | Chemistry                                | { T. LEGGE, M.B. ...         | Oct.           | March        |

*And others in process of arrangement.*

† Details of Courses not yet fixed.

Note.—Application for Courses and all information as to fees, etc., can be obtained from  
M. E. Sadler, Examination Schools, Oxford.

### Spring, 1893.

|                                          |     |                                                |         |                              |                     |
|------------------------------------------|-----|------------------------------------------------|---------|------------------------------|---------------------|
| READING UNIVERSITY EXTENSION COLLEGE ... | 24* | History of England                             | ... ... | H. J. MACKINDER, M.A. ...    | M. Jan.             |
|                                          | 24* | Organic Chemistry                              | ... ... | G. J. BURCH, B.A. ...        | F. Jan.             |
|                                          | 24* | Inorganic Chemistry                            | ... ... | " "                          | Th. Jan.            |
|                                          | 12  | Literature of the Tudor Period                 | ... ... | J. CHURTON COLLINS, M.A. ... | S. Jan.             |
| *RYDE (afternoon) ...                    | 12  | Geography                                      | ... ... | H. J. MACKINDER, M.A. ...    | Th. Jan. 12 Mar. 23 |
| *NEWPORT, (evening) ...                  | 12  | Geography                                      | ... ... | " " "                        | W. Jan. 11 Mar. 22  |
| *VENTNOR (evening) ...                   | 12  | Geography                                      | ... ... | " " "                        | Th. Jan. 12 Mar. 23 |
| BANBURY (evening) ...                    | 6   | Novelists                                      | ... ... | J. A. R. MARRIOTT, M.A. ...  | T. Jan. 10 Mar. 21  |
| *BEDFORD (afternoon) ...                 | 12  | Napoleon ...                                   | ... ... | " " "                        | T. Jan. 17 Mar. 28  |
| *BOURNEMOUTH (evening) ...               | 12  | Colonies                                       | ... ... | " " "                        | Th. Jan. 12 Mar. 23 |
| *BOURNEMOUTH (morning) ...               | 12  | French Revolution                              | ... ... | " " "                        | F. Jan. 13 Mar. 24  |
| CHESTER (afternoon) ...                  | 6   | Not fixed ...                                  | ... ... | " " "                        | Th. Jan. 19 Mar. 30 |
| *EDGBASTON (afternoon)                   | 6   | Hist. Plays of Shakespeare                     | ... ... | " " "                        | T. Jan. 24 Apr. 18  |
| KNUTSFORD (afternoon) ...                | 6   | Ireland                                        | ... ... | " " "                        | W. Jan. 18 Mar. 29  |
| *RUGBY (evening) ...                     | 12  | England in the 18th Century                    | ... ... | " " "                        | T. Jan. 17 Mar. 28  |
| *SOUTHBORNE (afternoon) ...              | 12  | Church and State Mediaeval                     | ... ... | " " "                        | Th. Jan. 12 Mar. 23 |
| SWINDON (afternoon) ...                  | 6   | Europe since Waterloo                          | ... ... | " " "                        | W. Jan. 11 Mar. 22  |
| *SWINDON (evening) ...                   | 12  | French Revolution                              | ... ... | " " "                        | W. Jan. 11 Mar. 22  |
| WARRINGTON (evening) ...                 | 6   | England under the Tudors                       | ... ... | " " "                        | W. Feb. 1 Not fixed |
| CHORLEY (afternoon) ...                  | 6   | Shakespeare                                    | ... ... | F. S. BOAS, M.A. ...         | W. Jan. 18 Mar. 29  |
| HUDDERSFIELD (evening) ...               | 6   | Shakespeare                                    | ... ... | " " "                        | Th. Jan. 19 Mar. 30 |
| TODMORDEN (evening) ...                  | 6   | Shakespeare                                    | ... ... | " " "                        | T. Jan. 17 Mar. 28  |
| BURNLEY (evening) ...                    | 6   | The Stuarts                                    | ... ... | C. E. MALLET, B.A. ...       | Th. Jan. 26 Apr. 6  |
| PENRITH (evening) ...                    | 6   | English Colonies                               | ... ... | " " "                        | Th. Jan. 19 Mar. 30 |
| MIDHURST (afternoon) ...                 | 6   | Not fixed ...                                  | ... ... | " " "                        | T. Jan. 17 Mar. 28  |
| RAWTENSTALL (evening) ...                | 6   | Not fixed ...                                  | ... ... | " " "                        | W. Jan. 18 Mar. 29  |
| *WELLINGTON (afternoon) ...              | 12  | Not fixed ...                                  | ... ... | " " "                        | W. Jan. 25 Apr. 5   |
| *RIPON (afternoon) ...                   | 12  | Victorian Literature                           | ... ... | Rev. C. G. LANG, M.A. ...    | T. Jan. 10 Mar. 21  |
| *RIPON (evening) ...                     | 12  | Victorian Literature                           | ... ... | " " "                        | T. Jan. 10 Mar. 21  |
| *BRIGHTON WEST (afternoon)               | 12  | Wordsworth, Shelley, Keats                     | ... ... | Rev. J. G. BAILEY, LL.D. ... | T. Jan. 24 Apr. 4   |
| GLoucester (evening) ...                 | 6   | Not fixed ...                                  | ... ... | Not fixed ...                | M. Jan. 16 Mar. 27  |
| KEIGHLEY (evening) ...                   | 6   | Social and Industrial Movements                | ... ... | L. L. PRICE, M.A. ...        | M. Jan. 16 Mar. 27  |
| ILKLEY (afternoon) ...                   | 6   | Venetian Art                                   | ... ... | W. G. COLLINGWOOD, M.A. ...  | Th. Jan. 26 Apr. 6  |
| BATH (afternoon) ...                     | 6   | Architecture as the Language of English People | ... ... | C. R. ASHIBEE, M.A. ...      | Th. Jan. 19 Mar. 16 |
| BATH (evening) ...                       | 6   | Architecture as the Language of English People | ... ... | " " "                        | Th. Jan. 19 Mar. 16 |
| CLEVEDON (afternoon) ...                 | 6   | Not fixed ...                                  | ... ... | " " "                        | F. Jan. 20 Mar. 17  |
| CLEVEDON (evening) ...                   | 6   | Not fixed ...                                  | ... ... | " " "                        | F. Jan. 20 Mar. 17  |

\* Continued from Autumn, 1892.

| Centre.                                            | No. of Lectures in Course. | Subject of Course.                 | Lecturer.                    | Course begins. | Course ends.  |
|----------------------------------------------------|----------------------------|------------------------------------|------------------------------|----------------|---------------|
| *HIGH WYCOMBE (evening) ...                        | 12                         | English Handicraft ... ...         | C. R. ASHREE, M.A. ...       | M. Jan. 9      | Mar. 20       |
| DOVER (evening) ...                                | 12                         | Crust of the Earth ... ...         | C. CARUS-WILSON, F.G.S. ...  | W. Jan. 18     | Apr. 5        |
| *LYMINGTON (afternoon) ...                         | 6                          | English Social Life ... ...        | K. D. COTES, M.A. ...        | Th. Feb. 2     | Mar. 2        |
| *ROMSEY (afternoon) ...                            | 6                          | English Social Life ... ...        | " " "                        | W. Feb. 1      | Mar. 1        |
| STROUD (afternoon) ...                             | 10                         | Astronomy ... ...                  | Dr. FISON ... ...            | Jan. 16 or 17  | Mar. 20 or 21 |
| STROUD (evening) ...                               | 10                         | Astronomy ... ...                  | " "                          | Jan. 16 or 17  | Mar. 20 or 21 |
| *RAMSGATE (afternoon) ...                          | 12                         | Literature of the 18th Century ... | E. L. S. HORSBURGH M.A. ...  | S. Jan. 28     | Apr. 8        |
| *REIGATE (evening) ...                             | 12                         | Times of the Georges ...           | " " "                        | M. Jan. 30     | Apr. 10       |
| OLDBURY (evening) ...                              | 6                          | Hygiene ... ...                    | T. M. LEGGE, M.B. ...        | W. Jan. 11     | Mar. 22       |
| *PETERBOROUGH (evening) ...                        | 12                         | Physiography ...                   | H. R. MILL, D.Sc. ...        | F. Jan. 27     | Apr. 7        |
| ABERGAVENNY (afternoon) ...                        | 6                          | Browning and Tennyson ...          | C. E. VAUGHAN, M.A. ...      | Jan. 27 or 28  | Ap. 7 or 8    |
| BRIGHTON, ST. MICHAEL'S HALL (Private centre)      | 6                          | Greek Pottery ...                  | MISS PENROSE ...             | Not fixed      |               |
| " " "                                              | 12                         | Tudor Literature ...               | J. CHURTON COLLINS, M.A. ... | Not fixed      |               |
| +SOMERSET COUNTY COUNCIL, five courses each of ... | 12                         | Chemistry ... ...                  | not fixed                    | Jan.           | April         |
| +KENT COUNTY COUNCIL, ten courses each of ...      | 10                         | Chemistry ... ...                  | H. H. COUSINS, M.A. ...      | Jan.           | April         |
| +SURREY COUNTY COUNCIL, five courses each of ...   | 12                         | Chemistry ... ...                  | T. LEGGE, M.B. ...           | Jan.           | April         |
|                                                    |                            |                                    | A. D. HALL, M.A. ...         | Jan.           | June          |

\* Continued from Autumn 1892.

† Details of Courses not yet fixed.

*Summer, 1893.*

|                                               |    |                       |                             |           |
|-----------------------------------------------|----|-----------------------|-----------------------------|-----------|
| BRIGHTON, ST. MICHAEL'S HALL (Private centre) | 12 | Tudor History ... ... | J. A. R. MARRIOTT, M.A. ... | Not fixed |
|-----------------------------------------------|----|-----------------------|-----------------------------|-----------|

**UNIVERSITY EXTENSION AND THE NEW DIRECTORY OF THE SCIENCE AND ART DEPARTMENT.**

In the New Directory a very important change has been made, and this change bears directly on the work which University Extension can do for County Councils. After the examinations of last June the only grant which is to be paid for elementary science is £2 for a pass, and the standard of passing is 60 per cent. This means that the old grant for a second class is abolished. In a circular issued to the County Councils 'My Lords' explain their purpose in making this alteration. They consider that the work of providing the earliest stages of scientific instruction should be decentralised; that it should be under the direction of the County Councils rather than of the Department. When pupils have advanced a little they may pass on to be under the care of the regular South Kensington organisation, but at first the Councils must provide teaching. For it is quite clear that Science and Art Committees cannot afford to teach beginners if the only source of income apart from fees is a grant on pupils able to make 60 per cent. In some cases the Councils will be able to provide for this by giving capitation grants, allotted, on some system other than examination, to existing Science and Art Committees. But clearly a larger interpretation of 'My Lords' recommendation is intended. It is hoped that Councils will provide teachers and themselves organise elementary classes. For this the teachers of the elementary schools must be utilised, and another reason is found for spending a substantial portion of the funds received under the Local Taxation (Customs and Excise) Act. Clearly also the scope of our aid to the Councils is widened, and we must endeavour to make our training of teachers more and more efficient. At the Summer Meeting of this year, we have, I hope, convinced those Councils who entrusted us with teachers that we can serve them well. It remains to continue and improve this section of our work, and at the same to provide, in our winter courses of lectures, teaching of a character adequate for this purpose, whether such lectures are solely for teachers, or in the more difficult cases of mixed audiences including teachers.

P. C. M.

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